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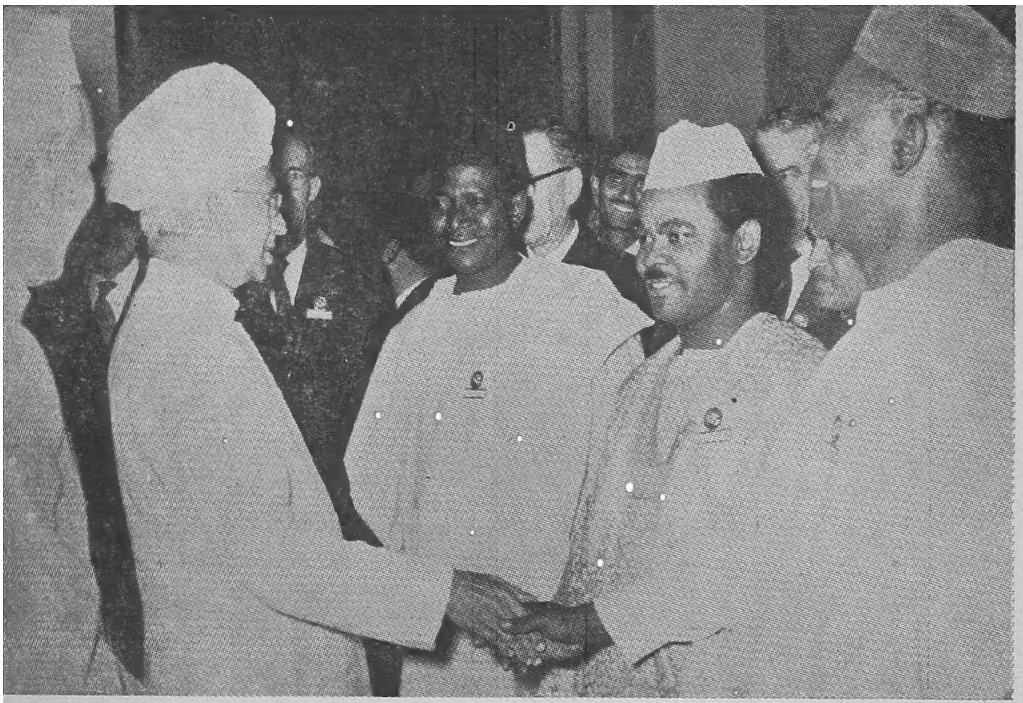

The Vice-President Dr. S. Radhakrishnan with the Nigerian delegates at a reception held at Rashtrapati Bhavan

THE COMMONWEALTH EDUCATION CONFERENCE

A group of delegates at a reception given by the Prime Minister in their honour

This Issue

IN the process of educational expansion that has been a marked feature of the post-independence period, there has been a great expansion of schooling facilities for girls resulting in considerable increase in their enrolment at all levels. But expansion and increased enrolment are only the starting point of education. The really important thing is to make education meaningful, to suit it to the needs of boys and girls who in later life have to play distinct roles, similar upto a point but also different in a complimentary sense in so many ways. It is here where education poses a challenge to the educationist and the question of curriculum for girls, specially at the secondary stage, acquires its significance. In the feature "Curriculum for Girls at the Secondary Stage" the problem discussed is—should the curriculum for girls in schools be the same as for boys or should it be different ? Our contributors on this subject are women educationists who speak from experience and knowledge of the subject.

The second important question discussed is the problem of national integration—that is, how and in what way can education help to build a sense of oneness in the vast numbers of children growing up in the inescapable regional diversity of India ? The history of our country shows that while there has been a tendency towards unification on the basis of culture and religion, there has been also a parallel tendency towards division engendered by differences in language and customs of the people inhabiting this sub-continent. Recently we have seen only too clearly to what extent such local variations can cause conflict and bitterness. The question of national integration has arisen in this context; and analysed, it has many aspects. To achieve

national integration many measures are required, economic, political and cultural, but among these education must without doubt come first because it is the most far-reaching and in its impact the most enduring. In this issue, we have four articles by teachers of long experience discussing this question from the educator's point of view. They have made some valuable suggestions.

Two events of importance in the quarter January-March 1962 were (i) the Second Commonwealth Education Conference held in New Delhi from January 11 to 25 and (ii) the annual meeting of the Central Advisory Board of Education held at Jaipur in early January. Both these events have been reported at length.

CURRICULUM FOR GIRLS AT THE SECONDARY STAGE

This feature consisting of four articles discusses the subject of girls' education at the secondary stage. In the process of educational expansion that has been a marked feature of the post-independence period, there has been a great expansion of schooling facilities for girls, resulting in considerable increase in their enrolment. But expansion and increased enrolment are only the starting point of education. The vital thing is to make education meaningful, to suit it to the needs of boys and girls who in adult life have to play different roles. Considered in this context, the question of curriculum for girls at the secondary stage acquires special importance. The problem posed below is—should the curriculum for girls at the secondary stage be the same as for boys or should it be different ?

Our contributors on this subject are women educationists who speak from experience and who have given serious thought to this question.

I

Towards a More Useful Curriculum For Girls

by Durgabai Deshmukh*

IN modern times our approach generally to the education of women has been that "whatever is needed for boys and men, not less will be required for girls and women", with the result that hardly any progress has been made to bring about even absolutely essential changes in the courses of studies that are offered to girls. When we see how ill-equipped most of our girls are to face many problems and situations which daily confront them, one often wonders whether all these subjects that are generally taught to them are really suited to their aptitudes, interests and needs. It is not surprising that many parents have an uneasy feeling that the type of education their daughters are receiving in schools today is not of much practical use to them. The problem, therefore, is to analyse the individual and social needs of our women in the prevailing circumstances of the country and to suggest necessary reforms without at the same time causing an upheaval in the general pattern of education

A change in approach is needed

It is natural that people think of girls first as prospective home-makers, housewives or mothers. These are duties that they will have to perform when they are grown up whatever else they might or might not do and to do this successfully requires proper knowledge and skill. This aspect is largely ignored in the education they receive at present. Again their duties do not and should not remain limited to their homes only. Our socio-economic conditions are such that most of our women are forced by circumstances to work along with their husbands or other male members of the family or by themselves to supplement the family income. Their services are also needed by the society to help in the production of national wealth in industry and agriculture. Our national development plans too require women to take up certain programmes which they are better fitted to implement. There are certain fields which need women almost exclusively. Besides, women have also to be trained as anybody else to fulfil their functions as responsible citizens in a democratic State. Taking all these into consideration our approach to a suitable curriculum for girls should be based on the fact that most of our women will be home-makers, but many of them will also

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have to be wage-earners and all of them are citizens and people.

Relate the courses of studies to social needs of women

In any good curriculum, the courses of studies are prescribed with a view "to creating right attitudes in life, imparting of useful knowledge, giving of practical training for life, developing good personal habits and inculcating a sense of social awareness and a spirit of service to society". As things and circumstances change, the courses of studies prescribed have also to be reviewed. The recent investigation of the National Committee on Women's Education has revealed that the particular needs of girls and women have not been adequately taken care of in the courses of studies that are offered for them in the various schools of the country. There is, therefore, a felt need to make certain additions or alterations to these courses so that they may be related to their interests and needs as indicated earlier.

Let us now examine what these modifications and additions are and how best they can be fitted into the existing pattern of courses in our schools.

No change is necessary at the primary stage

At the primary stage, i.e., 6-11 age group, the needs of boys and girls are alike. They all want to experience to experiment, to develop skill rather than to acquire a systematic knowledge and for them thinking is closely associated with doing. The curriculum, therefore, is not very much in terms of experiences and activities. At this stage of education they acquire considerable facility in speech, in reading, writing and numbers. There is, therefore, hardly any need to make a difference in the curriculum for boys and girls except that subjects like music, painting, needle-work, simple handwork and cooking have also to be introduced whenever they do not already exist to make courses more suited to girls.

Some changes are needed at the middle stage

The need for some kind of differentiation in curriculum however begins at the middle stage, i.e., 11-14 age group and increases very greatly at the secondary stage i.e., 14-17 age group, with the differing needs of boys and girls in these age groups.

The age group 11-14 is a critical one in the growth and development of boys and girls and the differences between them become increasingly apparent as regards both appearance and behaviour. The thoughts of boys and girls at this stage turn so strongly towards their future roles as men and women that it would be incorrect to base their education merely on their intellectual similarity. Their education must be alike in some ways, but in others it should be different. The curriculum, therefore, should cater for their differing abilities, interests and immediate needs. The subjects that are taught today to introduce them in a general way to the significant departments of human knowledge and activity include language, social studies, general science and mathematics. These subjects are undoubtedly necessary for all children. Subjects like art, music and craft are also considered essential elements in the curriculum today. But such a curriculum is not entirely adequate from the point of view of girls. Most of them do not continue their studies beyond the middle stage. Hence the courses of studies should include such subjects which will give them adequate knowledge and training to be good home-makers and at the same time give them wide scope to select one suitable elective which will give them a useful introduction and grounding for taking up careers as that of a *Gram Sevika*, a *Bal Sevika*, any other social worker, midwife, health visitor, a craft teacher or any other similar vocation. The middle school curriculum should, therefore, also include house craft and suitable prevocational courses as electives for girls. Necessary adjustments will have to be made by experts in the curriculum so that the courses at the same time will not be too burdensome for them.

More changes are needed at the secondary stage

At the secondary stage, the special interests and abilities of all people generally take a more definite form and a great deal of difference is noticeable in such interests

and needs of girls. The need to make our education less academic and routine and more related to the present and future needs of the child has been recognised by educationists and educational authorities all over the world. With this object in view, there is greater emphasis on crafts and productive work in all schools today. The curriculum is also providing for greater diversification of courses at the secondary stage so that a number of students may take up agriculture, commerce, technical or other practical courses which will train their varied aptitudes and enable them either to take up vocational pursuits at the end of the secondary course or to join technical institutions for further training.

These courses are in addition to the study of languages, social studies, general science and craft. But this diversification is not giving our girls any very significant scope for taking up courses suited to them. The approach at this stage has also been "every type of education open to men should also be open to women". A few girls are accordingly finding admission to practically all the faculties including engineering, agriculture, medicine, commerce and law. While such girls as are interested in these courses should take them, one can easily see that the result of this approach has been that the actual needs of the majority of our girls are not adequately taken care of in our curriculum at the secondary stage.

While the courses offered for boys (technically there is no bar for girls to take them up) are to a great extent pre-vocational in as much as they provide for a preparatory training if they propose to join the corresponding vocation, in the case of girls, their need to take up some vocation suited to their aptitudes and special needs in addition to home making has not been taken into much account. There is, therefore, an urgent need to provide diversified courses of a pre-vocational nature which are suited to girls also at this stage. This is justified especially in view of the fact that we require lakhs of trained women for various development projects in the fields of education, health, social welfare, small-scale industries and the like. We have also to conceive of certain courses which can be usefully introduced so that girls can take up certain jobs on a part-time basis to suit the varying needs of Indian families.

There is, however, one point to remember. The differentiation in curriculum suggested is in no way to mean the lowering of standards. It should also not happen that girls are restricted to the newly introduced diversified courses only. The changes suggested only indicate the positive need to enrich the present curriculum so as to suit the varied aptitudes, interests and needs of girls and the demands which are now being made upon them by the changing society. It is the need of boys and girls today that they have all to be knowledgeable as well as suitably employed and occupied. Thus a vocational bias has to be introduced in the courses of studies provided for all.

II

Curriculum Planning For Girls At The Secondary Stage

by Ayesha Jacob*

WHEN Alice asked the Chesire cat which road she should take, the answer came back that it depended on where she wanted to go. Alice replied that she did not much care, and the cat then pointed out that then it did not make any difference which road she took. Of course, Alice protested, she did not care as long as she went 'some where', to which the cat observed that she was bound to do so—if she just walked long enough.

Many specific questions pertinent to the educational needs of the day are being raised today by educators who are concerned about freedom, dignity and opportunity, which must have significant meanings for us today. The majority of educators, like Alice, do not much care where they are going, so it makes little difference which road they take,

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as long as they get 'some where'. In today's India, with the present-day needs of a people struggling in a democratic society, one of the main characteristics is 'change' and another characteristic of democracy is that people, through their organised institutions and representatives, are expected to direct this change. In order to have the common man and woman make the best decisions, we have to ensure in our education programme that the products we turn out are capable of "perpetuating, refining and re-interpreting" our democratic way of life. It is the need for leadership in today's complex world that more than ever calls for a high school programme, which is dedicated to the development of effective citizenship.

The educators of today are agreed upon a reorganisation of the high school curriculum. Though widely different opinions are expressed by those who emphasize academic scholarship vs. vocational competence, the educational purposes which affect curriculum planning have to be reiterated, so that we have better directives as to where we want to get to and know the way we should follow.

Special curriculum for girls?

Let me at the very outset lay aside fears about varying curriculum for boys and girls. If we suggest a different curriculum for girls, it can only include a few special subjects which will make girls better citizens to fit into the component whole—for it is a total picture of society we have to keep in view—and in today's India, the woman is an integral part of this whole. The Constitution guarantees equal opportunities and in this country we have not kept women out in any sphere. Domestic science, art, music and dancing, categorised as special subjects for girls, can no longer be considered exclusive. Domestic science is the only subject, now prescribed by the Board of Higher Secondary Examination in Delhi State, where we shall not find any male examinees. Yet, why should it be so? Courses in catering and hotel management are not being offered and the above subject will stand a boy in good stead to enter for further education in this field. The more one probes into differences in set curriculum, the greater one realises that there can be no separate curriculum for the sexes.

The all-school programme

It is, therefore, meet and right to turn our attention to developing the "All School Programme". "Curriculum" is to be interpreted as all embracing, so that everything done in the school adds up to the total curriculum.

We have the routine classroom instruction, school clubs of various types, sports and games, assemblies and excursions, annual days and inter-school activities, all of which give us a proper balance in our school set-up, and enable us to give "the highest advantages in physical, mental, social and spiritual education" to those entrusted to us.

In order to plan for curriculum, we need to define our educational purpose. We need a guiding philosophy which is of the greatest practical importance in dealing with every concrete problem of school operation, eventually leading to better teaching and better learning.

So often our club programmes fall flat, because we lose sight of our objectives. The most experienced classroom teachers, imbedded in a subject-centred curriculum, often fail to extricate themselves from their routine job of imparting instruction —to evolve a club activity which interests children, encourages creativity and leads to a group activity harmoniously and efficiently completed to the good of the community. So often the satisfaction of such club work fails to enthuse and encourage the teachers to give more time to thinking and planning of their club work, because they have failed to understand the real meaning of education.

It is imperative that the teachers, the ordinary average classroom teachers of today, are constantly reminded of their special responsibility to build up schools that provide vital education. We have to move from a traditional set-up to one which

has a dynamic and consistent philosophy which determines our policies and programmes.

Subject-centred vs. experience-centred curriculum

The subject-centred curriculum, rooted in traditional subject matter, must give way to an experience-centred curriculum which takes into account the needs, interests and abilities of adolescents in our democratic society.

Most curriculums comprise subjects to be taught within a given span of time—a subject being 'one of the branches of learning studied in an educational institution'. Most subjects have a systematised organisation which is simple to follow and easily understood.

The subject-centred curriculum can be easily changed. Revision merely means rearranging blocks by adding or subtracting topics and adopting new textbooks. This curriculum can be also easily evaluated.

The universities generally approve and perpetuate the subject-centred curriculum through admission requirements, and since most high schools act as fodder for these universities, they hardly dare to move away from these pre-requisites. Unfortunately for educational reformers, this curriculum is also generally approved of by teachers, parents and students, and woe betide the principal who introduces the teaching of a subject which the Examination Board does not require.

Does this type of curriculum give any scope to the learners' needs or interests? Does it help the student to cultivate reflective thinking and analysis of problems? Today's teachers have to remember that learning is an active process which involves a dynamic interaction of the learner and his environment.

We now have to learn to move away from the routine syllabi to be covered—recitation and repitition procedure—to broader comprehension units of work planned together by teacher and pupil in the classroom.

The kind of teacher required

No work on curriculum planning, its content and scope, can be furthered unless the teaching faculty can be brought into the forefront of such planning, for eventually the most important media through which the task of education is carried on is by the classroom teacher. Unless the goals set are understood and accepted by this large body of workers the concepts of teaching and learning, which are inseparably bound up with these values are bound to be lost. If we take the teacher who believes that the acquisition of facts and information are of prime importance and the ability to reproduce an indispensable guarantee of a first class, we can visualise what concept of teaching that individual will have. It will be mere repetitive drill, and if he believes that obedience to orders is of great significance in citizenship training, he will insist that his students follow directions without questioning. Automatic response will be prized higher than anything else and the average teacher of our schools of today belongs to this group.

Quite recently I happened to discover that British Empire History was the only History taught in one of the best known schools in Delhi. Neither parents, teachers nor students had questioned the absurdity of teaching or learning this out-dated subject. From the examination point of view it helped students to score high marks and the school to show good results.

The average teacher has to consciously work towards an evaluation programme that will emphasize thinking, cooperativeness, creativeness and self-direction rather than merely test facts, information and specific skills.

Many of our complacent, self-satisfied teachers who are fearful of disturbing their sense of security, have to be awakened to a progressive teaching programme interested in improving the life of the school and the community. They must consciously assist indifferent students, who accept imposed tasks as the easiest way out, to develop a sense of responsibility for participation in

the planning and evaluation of their work. We shall have to move smug administrators engaged in the maintenance of 'smooth running machines' to become educational leaders who will devote their energies to the improvement of all learning in the school, and in so doing bring in the isolated parents to provide constructive help in planning the curriculum programme. Together we must plan a system of education which will meet the needs of students in present-day living and re-interpret democracy to mean the optimum development of the individual of all individuals to the highest good.

Our expectations

As mentioned earlier, all the activities that are provided for the students by the school constitute its curriculum. By these activities the school hopes to bring about changes in the behaviour of its students.

When these children leave school, as responsible citizens in a democratic country, will our teaching have helped them to critically analyse situations and to think reflectively? Will it have helped them to develop a love for reading for its own sake, a further desire to delve into the infinite wealth of books? Will our students, leaving school, be able to sift out a problem of common concern by thinking together? Will they have grown in appreciating and understanding each other, and have acquired skills in facing emergencies? Above all, have we in our schools taught our students to develop and modify attitudes, for such learning is of utmost significance for the future of our democracy. Prejudices die hard, acquired and inherited attitudes need to be looked into; for democracy places a heavy responsibility upon the individual to "make up his own mind on what he believes."

The total curriculum, consisting of all school activities, must educate pupils to develop their personalities fully, so that values learnt will stand them in good stead. Then their dealings in the world of tomorrow will be clean and honest, they will then play the game in the true spirit of sportsmanship; and amidst the complexities of life, take an intelligent view of things—not forgetting the man in the street—reaching out to serve, because they know they have a vocation in the total uplift of their country and beyond its borders.

III

The Multipurpose School—A Step in the Right Direction

by B. Tarabai*

Formal education of Indian girls in all types of educational institutions is a feature of the present century. The necessary training and culture in the last hundred years and before was imbibed by them at the feet of their grandmothers, mothers and aunts. Most young women did not aspire to be economically independent by taking up careers outside their homes. Their education more or less centred round the home—they were taught to read the scriptures and understand them, be God fearing and above all to learn to be good wives and loving mothers. The tradition therefore was for the boys to go to high schools and colleges more as a means for earning a livelihood rather than for the sake of learning itself. Indian women have thus been slow to emerge from the home for receiving education in institutions. Early marriage was another factor that came in the way of progress in women's education. It will be noticed that there is a close relationship between the age of marriage of girls and the rate of growth of women's edueation. When the marriage age was raised, the number of girls in schools increased in direct proportion. Traditions, however, die hard and the process of progress has to be slow. Today there is evidence of the thirst of knowledge and education and the desire on the part of women for economic independence. Closer contacts with other countries have influenced our values and outlook. More and more of our women

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are anxious to take part in the affairs of our country.

Young girls of the present generation are in a more enviable position than their sisters of the last decade. People have become conscious of the need for education and it is no longer the luxury of a few. Opportunities for secondary and university education have increased in no small measure. New higher secondary schools and colleges are being opened in the country every year to meet the growing demand for education. Compulsory primary education has given the young ones a taste for secondary and university education. Parents who felt a few years ago that educating the daughters was a waste of money have changed their opinions with the change of times and they now encourage their daughters to study. Young women also have discarded their reserve and want to compete with boys in education and all walks of life.

Reasons for fewer numbers of girls in colleges

Even so, the strength of women students in colleges is far below in proportion to that in schools. Their number in colleges is also much lower than that of the boys. The reasons for this state of affairs are obvious. When the choice has to be made as to who should be given preference for higher education, when the family's resources are limited it is the boy in the family that gets the benefit of it. The parents argue that the boy is their prospective bread winner while the girl will get married and leave the home. The second reason is the social custom of seeing the girl settled before the age of eighteen, while the boy gets married usually not before twenty-four. Every parent irrespective of his social status likes to see his daughter settled. And always he gives marriage precedence over college education. He feels that educating the girl up to the secondary stage is more than sufficient.

Another reason for the lesser number of girls in colleges is that those who come from the lower income groups realise that the major portion of the parent's income has to go towards the education of their sons. Girls are sensitive to this and so they go in for shorter technical, vocational and professional courses such as shorthand and typing, tailoring and embroidery, nursing, midwifery, health visitors' course and gram sevikas, which do not require a university degree for seeking admission. An additional attraction for this type of training is the stipends that some of these training courses offer and the employment that they ensure. Girls want to be economically independent as early as possible.

Still another reason for fewer women students in colleges is their natural aptitude for fine arts. Few colleges and universities offer these as elective subjects. Girls therefore seek training in these subjects outside the college. With the introduction of music and other fine arts and home science in some of the universities, girls in colleges are bound to increase in number provided financial assistance is made available to the less fortunate. However, in the ultimate analysis, one has to agree that every boy or girl that passes the higher secondary school examination may not be fit to take up a university course. Many of the students in colleges would have gone in for other courses of training if there were more opportunities for alternatives.

The question of curriculum for girls

A question has been posed by some whether secondary education should be of a totally different character to suit girls? The opinion of many is that the course of studies for girls need not be of a different type as sufficient choice is given in the curriculum of the higher secondary course to suit the requirements and aptitudes of students. Girls should be given every encouragement to select subjects of their choice. However, Home Science should be one of the elective subjects in every girls' higher secondary school. All girls and even boys should be taught Home Science at the pre-high school stage so that they know something about home management, dietetics, hygiene and child care. This training is essential for every girl.

Though they may choose to be career women and become doctors, teachers, engineers and administrators, most of them will ultimately get married. They will then have to carry out in addition the duties of the wife and mother. The home will be her responsibility and this will be her primary charge.

The multipurpose school offers the answer

The higher secondary course has to be such that it rounds off the school education for the young man or woman who wishes to go into business or take training in technical and vocational courses after completion of the high or higher secondary school. The subjects in the course should, at the same time, be a preparation and training ground for the student who is capable of pursuing the course of his or her choice at the college and university level. The present multipurpose higher secondary schools offer a wide variety of subjects to suit students with different aptitudes. And girls should be afforded equal opportunities with boys to study the social and pure sciences, commerce, agriculture, fine arts or home science etc. which this course offers. At the end of this course the student is in a position to go in for any technical or vocational training. He or she is not also debarred from prosecuting further studies at the college level. A drawback in this multipurpose school system is the enormous expenditure involved in comparison to that in higher secondary school. The numerous elective and other subjects in multipurpose schools require a greater number of teachers, more classrooms and teaching aids. The schools have either to meet all the requirements and undergo heavy expense or offer only a few of the electives. The latter defeats the purpose of this new curriculum. The experiment, however, is worthwhile continuing for at least another three more years, as much thought has been given by educational experts in drafting the curriculum and syllabi of this system. Boards of Studies in the different States have made amendments in the syllabi of subjects to suit their environment, leaving the pattern unchanged.

IV

Curriculum for Girls at the Secondary Stage

by Mariam Koshi*

In a rapidly changing world, no one really knows for what situations and problems we may prepare girls studying in secondary schools. Whatever the situations that may confront them, we are aware of certain essentials in life. Girls must learn to look after their health. They must acquire certain skills. They must develop resourceful and adaptable personalities. A large majority of them need to be prepared for a career.

Chapman and Counts in the flyleaf of a book written over twenty-five years ago pictured the plight of an inadequately prepared teacher in the following words.

'Greeting his pupils the master asked, what would you learn of me ? And the reply came :

How shall we care for our bodies?
How shall we rear our children ?
How shall we work together ?
How shall we live with our fellowmen ?
How shall we play ?
For what ends shall we live ?

And the master pondered over these words and sorrow was in his heart for his own learning touched not these things'.

If the education of girls is to play a significant role in today's world, the ways of the world, the culture of the world, the work of the world, the institutions of the world and the problems of the world must be understood. Education for both boys and girls, in the past and even today, has on the whole been altogether too much concerned with facts and too little concerned with values.

Values to determine the curriculum

A value may be defined as the estimate an individual places upon an activity or

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possession. Educational purposes and values are rooted in the life of a people. A society which values reason, tranquillity and the patterns of peace will have values relating to these. Since the application of these values varies from place to place and even from day to day, detailed purposes of education can never be developed so as to be universally applicable and perpetually enduring.

In order that our girls may be happy, they must know the realities of life. They must be able to understand relative values in the midst of confusion, to seek deeper meanings beyond the shallow, to desire worthwhile achievement in the midst of much that is trivial.

Among all social institutions, the family and the home hold the first place as creator and guardian of human values. The home is literally the nursery of humanity, the matrix of personality during the most impressionable years and a continuing influence throughout life. The affectionate intimacies of a family circle help an individual to develop normally. The atmosphere of the home is created in the right direction by the wife and mother of the home.

'A man is better pleased when he has a good dinner on his table than when his wife speakes Greek' said Dr Johnson many years ago. Therefore we have to view the curriculum for girls' education pragmatically.

Special provision for girls in their elective subjects

Boys and girls, men and women are different biologically and psychologically. They have different roles to play. There are circumstances where a father has to play the role of a father and mother or where a mother has to play the roles of a father and mother. The role that a woman plays ordinarily is that of a daughter, wife and later, a mother, a mother-in-law or a grandmother. But many women of today play roles other than these. They are not bound by the four walls of their homes.

They take to certain professions. They have made distinct contributions in their vocations. Such women whose hearts are bigger and minds too powerful for the confines of the four walls of their home to hold should receive the right type of education. They should be helped in schools.

For the majority of girls, home making and bringing up children are very important. They must become accomplished home makers and informed citizens. Both boys and girls live in the same world, face the same problems and crave for solutions for almost the same kind of difficulties. Therefore the core subjects of the curriculum and the compulsory activities that are carried on in the school must have a great deal of similarity. In fact they must master the same subject-matter and be interested in many similar activities. But the biological and psychological differences make it necessary to pursue certain different activities. This is where the curriculum should provide for electives. For girls, elective subjects such as home science, music, needle work, home nursing, interior decoration etc. are useful in developing their talents and providing them with the necessary training for home making.

Flexible curriculum

On account of the rising standards of living and changing family patterns, many women have had to take up professional careers and remunerative jobs. Certain jobs which were previously held by men are now being thrown open to women. There are women who have been able to fill these posts with adequate satisfaction. Therefore there should be great flexibility in the curriculum for girls so that talented and ambitious girls may take up certain subjects which were previously studied by boys only. There should be subjects which are common to all which form the core curriculum but the electives offered should be such that gifted girls may take certain subjects or follow certain activities which may ordinarily be taken by boys.

Purpose of curriculum :
Changing the quality of people

The objective of true education is not

merely to give information but to change the person. Changing the quality of the person so that she becomes a useful and disciplined person, adaptable and resourceful in a rapidly changing world. The girls must go out of the schools with the right values and right judgment. They must also, while at school, experience a sense of happiness by living together in a community and enjoy a sense of fulfilment.

Determining the effectiveness of the curriculum

How do we judge the efficiency of the curriculum in our secondary shools ? There are tests of living which we may apply. The following are some of them.

The test of work. How does a girl going out of our schools do her work either at home or in a college to which she goes for continuing her studies or in an office in which she finds employment?

Adjustment to marriage. How does a girl adjust herself to marriage? How many marriages are broken resulting in unhappiness for the girls and for their families, because the girls have not learned to be useful or to adjust themselves to new circumstances?

Leisure time occupations. How does a girl occupy herself during her leisure hours? Has the school in which she studied created lasting interests in her? This is a concern for all those who are interested in the education of girls. Large numbers of the women of the middle and upper classes are under-employed because they have not got interested in something that arouses their enthusiasm. Only a few women pursue careers and even some of them have no leisure time occupation which keeps them busy. Therefore in the secondary schools for girls, hobbies particularly useful to girls must be started. Recognition should be given to good education in handwork, needlework, knitting, painting and other activities which girls could pursue all through life.

Adjustment in social relationships. The next test of a good curriculum for girls at the secondary stage is whether they have through the curriculum gained adequate help in developing good friendships and ideals of service which stand them in good stead throughout their lives. A certain amount of ethical teaching must be given to girls at this stage through the regular school subjects such as the mother tongue, History, Geography, Mathematies, English etc. In addition to this they must get a course of moral instruction. The teachers who teach them should exemplify these moral truths in their lives. Or in other words, the curriculm should have such ideas and activities as would develop idealism and the objective of social efficieney.

Adjustment in the use of money. How the girls that pass through our secondary schools deal with problems of money and economic life, is another important aspect to consider. Women as home makers or as career women have to deal with problems of making money, spending money and saving money. In how many schools of today do we adequately deal with this problem? In relation to the study of domestic science, they learn a little bit about handling money. Definite instructions relating to the value of money which may be calculated in terms of hours of work, the need for money and the necessity for saving money are hardly understood by girls passing through our secondary schools. One may argue that boys must also learn the value of money and so it must be compulsory for all. Perhaps it ought to be carefully understood by all. Many happy homes are wrecked on account of differences of opinion on the use of money. Domestic science must therefore be a compulsory subject for all girls with adequate emphasis on how to use money and the importance of thrift. This is particularly of use to us in our developing economy.

Girls' schools have come up as counterparts of boys' schools. Some girls may study and participate in all activities that men do but many girls (the majority of girls) prefer to do that which is meaningful to them in their lives as girls. They would prefer to learn more cooking, needlework, painting, music, care of children etc.

on account of the roles they play in society.

The curriculum for girls at the secondary stage should therefore consist of certain school subjects which are common with the boys and which we may call core subjects, consiting of languages, Arithmetic, General Science and Social Studies and a craft with a large number of electives from which they may choose.

Preservation of good health

Particular attention must also be paid to the care of health and the preservation of good health through physical exercises and games. Every girl should be interested in some game in which she may take a lasting interest all through life.

Elementary and general science must not merely consist of what is in texbooks but must be of practical value. The study of nature must be associated with the practical aspect of gardening.

The school should help young girls who pass through it to gain a sense of self-fulfilment in this changing and uncertain world. Although some women are capable of doing almost everything that men do, the greater number of women educated in school do not enter business or profession. Conditions of household work are such that they do not need high intellectual training. The very essense of household work is interruption. Whatever the future holds for a woman, she must through her course of study in a secondary school, develop certain useful skills, attitudes, lasting interests and a high degree of adjustability.

Sense of fulfilment

The sense of fulfilment that a girl or a woman derives is more than mere satisfaction. It is a sense of happiness which results from achieving something and finding self-realisation. This comes from the recognition and realisation of the many intangible values a human being derives from his having responded to the social and physical environment.

The primary waste in school is that of human life, the life of the children while they are at school and afterward because of inadequate and perverted preparation. The school for girls should be a community of individuals in its relations to other forms of social life. All waste is due to isolation. Organisation is nothing but getting things into connection with one another so that they work easily, flexibly and fully. The secondary school curriculm for girls should be such as to provide for such a life of activities for girls.

No one can predict what problems will be faced in future years by the present generation of girls. Educational policy endeavours to foresee future needs as well as to meet current needs. Nevertheless, the future remains uncertain. Many young girls find it difficult to reconcile their accepted moral values with the realities of a disordered world. The secondary schools must increase their efforts to equip each girl in their care with a sense of values which will lend dignity and direction to whatever else she may learn.

Liberty is essential to the human being. It is not a mere condition of life but its very breath.

—Salvador de Madariaga

Prime Minister Shri Jawaharlal Nehru inaugurates the Conference

THE SECOND COMMONWEALTH EDUCATION CONFERENCE

THE Second Commonwealth Education Conference was held in Vigyan Bhavan at New Delhi from January 11 to 25, 1962. Delegates from all over the Commonwealth met to discuss and review the schemes of educational cooperation which began as a result of decisions taken at the First Commonwealth Conference held in Oxford in 1959.

Welcoming the delegates, the Chairman of the Conference Dr. K.L. Shrimali described the growth of the Commonwealth as one of the most significant developments in recent years and said that though Commonwealth was only a symbol and there was no formal treaty or agreement binding the member nations, "If this symbol endures and gradually becomes an instrument of action it will be recorded by future historians as the most important step leading towards unity of the world". Special welcome was accorded by the Conference to the representatives of Nigeria, Sierra Leone and Tanganyika which had attained independence since the Oxford Conference.

The Conference was inaugurated by the Prime Minister of India, Mr. Jawaharlal Nehru. In the course of his address, he said: "Cooperation and mutual exchanges between the Commonwealth countries in educational matters are clearly beneficial and necessary as education is a chief constituent of progress in the intellectual and cultural development of the various countries. Without the expansion of educational facilities, progress is apt to be tardy and lopsided; indeed, it may result in the creation of undesirable stresses and strains to have material progress with inadequate education. Exchange of ideas regarding educational methods as well as a mutual exchange of facilities will, therefore, help to make progress uniform and harmonious".

Origin and Purpose

The first suggestion of a comprehensive scheme to enable Commonwealth citizens to enjoy the facilities for higher education at post-graduate level in universities in other Commonwealth countries was made, not at a Commonwealth Education Conference, as might have been expected, but at the Commonwealth Trade and Economic Conference which was held at Montreal in August, 1958. At this Conference, a proposal was made for instituting a scheme for a thousand scholarships and fellowships, in which Britain offered to institute half the number and Canada quickly followed suit by offering to underwrite a further 250 awards. Eleven months later, the First

Commonwealth Education Conference was convened in Oxford to implement this scheme and other proposals for common cooperation in the field of education. It initiated the scheme now known as a Commonwealth Scholarship and Fellowship Plan and a variety of other schemes of educational cooperation between Commonwealth countries. In the final paragraph of the Report, the Oxford Conference recorded: "To sustain the momentum of the new drive in cooperation which, it is believed, this Conference has initiated, the Conference recommends that another Commonwealth Education Conference should be convened in 1961 to take stock of the progress made in the intervening period and to make further plans for the future."

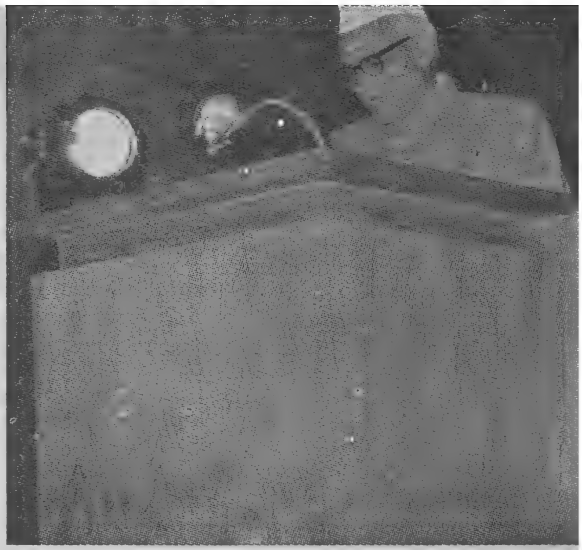
The Work of the Conference

An agenda for the Conference had been agreed upon by the Governments and the Commonwealth Education Liaison Committee (C.E.L.C.) and was adopted at the first Plenary Session. It proposed a review of the progress in the activities sponsored by the Oxford Conference, their improvement, wherever possible, cooperation and certain other specific matters. The Conference set up committees to study and make recommendations on the following items:

Committee A:	The Commonwealth Scholarship and Fellowship Plan.
Committee B:	The Training and Supply of Teachers.
Committee C:	Technical Education and Coopcration in the Provision of Textbooks.
Committee D:	Cooperation in Social Education.
Committee E:	Cooperation in Education in Rural Communities.
Committee F:	Cooperation in the Financial Problems of Educational Expansion.

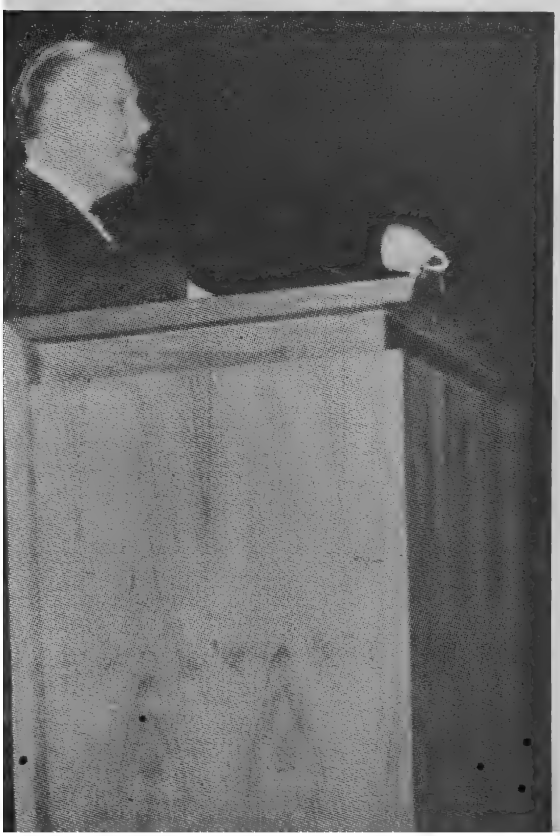
A Steering Committee was also established to guide and coordinate the work of all the committees.

The Ministry of Education has brought out a report which contains in detail the working and recommendations of each



Dr. K.L. Shrimali, Chairman of the Conference welcomes the delegates

Sir David Eccles, leader of the British Delegation, addressing the gathering



committee. Below, some of the recommendations of the Conference relating to the Commonwealth Scholarship and Fellowship Plan and questions like teacher training, the teaching of English as a second language etc. have been briefly summarised.

Commonwealth Scholarship and Fellowship Plan

All delegates felt that the Plan had made a good beginning and that it had made an important contribution to Commonwealth cooperation in education. Scholarships have been instituted by all the countries which undertook to do so at Oxford and, in addition, by Hong Kong, Malta, Nigeria, Sierra Leone and Cyprus. There was an obvious desire on the part of all members to do everything they could to meet the needs of the Commonwealth that were increasing yearly both in size and in diversity but the availability of financial resources imposed a limit on the work that could be done. The committee studying this question was agreed that not only could the Plan, as at present operating, be expanded with advantage, but that there were several directions in which it could be extended.*

Training and Supply of Teachers

The report on this subject falls into three main parts.

Part I :	Training of Teachers
Part II :	Supply of Teachers
Part III:	Teaching of English as a second language.

For training teachers, 800 teacher training awards have already been offered under schemes of Commonwealth cooperation in education. The committee dealing with this question specially recommended, among other things, that Governments should recognize, either financially or by promotion, study satisfactorily completed abroad. Teachers equally must recognize their obligation to return home for service in education after their course. To assist Govern-

*For details see *Second Commonwealth Education Conference (Report), published by the Ministry of Education.*

A view of the delegates at the inaugural session of the Conference

ments to determine what teachers' salaries should be on their return, it recommended that information may be disseminated about the content of each course, of general standard and the types of certificate available and so on.

On the question of supplying teachers for service in universities and other educational institutions in the developing countries, the Conference noted that there was a general shortage of teachers all over the world, particularly beyond the primary level. The delegates, therefore, recommended that the suggestion made by the Oxford Conference on this point should be implemented, namely, bilateral agreements should be the main way of meeting problems of teacher supply.

Part III of this report deals with the teaching of English as a second language. The Oxford Conference had recommended that the problems involved in the teaching of English as a second language should be studied by a group of Commonwealth experts, and a Conference was accordingly held at Uganda in January 1961. Three of the chief needs established at it were

(a) The supply and training of teachers in English as the second language;

(b) The dissemination of information about the teaching of English as a second language; and

(c) An examination of the use of English, specially as a second language, and the part to be played in this by Regional Centres.

On this subject the Committee's recommendations, in brief, were

(a) Commonwealth Governments should give consideration to the training of experts in the teaching of English as a second language, directing special attention to the establishment of a career in this field. Britain's offer to recruit and train 20 to 30 top tevel experts to train those who will later train teachers of English is welcomed. These graduates should form part of a career service and be seconded to teacher training in other institutions.

(b) Governments should urgently consider the establishment of Regional English Language Centres which should be closely linked with universities and training colleges.

(c) A Commonwealth Information Centre should be established in London. It should collect and disseminate information on the best and quickest means of teaching this subject, but it should neither conduct nor finance research. Its head should be a fully qualified top level expert in the field, bearing full responsibility in his professional field, but administratively responsible to the Director of the Commonwealth Education Liaison Unit.

Cooperation in the Provision of Textbooks and other Books

To provide well produced books at reasonable prices is a problem that is being faced by many developing countries. Some of the main recommendations of the committee dealing with this question were—

(a) There is need for more training in the writing, preparation and production of textbooks. Britain has offered to provide 10 to 12 bursaries annually for a new course in this field. Other countries should consider what additional help they can give by way of training and technical advice. Commonwealth Educatlon Liaison Unit could also assist by circulating information about new developments in the techniques of producing textbooks;

(b) Public and textbook libraries (and, where appropriate, literature bureaus) should be developed; training should be provided for librarians and information should be exchanged about developments in different countries; and

(c) Commonwealth cooperation is desirable to overcome shortage of paper in some countries.

Social Education

After setting forth the aims and purposes of social education and reviewing its practice in countries within the Commonwealth, the committee studying this subject recommended, among other things, that

(i) Social education should receive a much higher priority in educational development programmes;

(ii) Mature persons experienced in social education work should be sent to other countries for special training and wider experience;

(iii) Provision should be made in existing schemes for scholarships and other financial assistance for those seeking experience or formal training in social education; and

(iv) There should be development of short non-professional courses in social education for training voluntary workers in community leadership.

Education in Rural Communities

This committee had to consider "the possibility of cooperation in education in rural communities". Taking rural education in relation to over-all rural development and outlining its aims and specific organizational problems, the committee set forth the scope of Commonwealth cooperation to help individual countries to deal with the problems of education. The several ways in which Commonwealth countries may cooperate in helping one another are

(a) *Exchanges of information.* Member countries may find it useful to carry out bilateral exchanges of information on significant developments in rural education.

(b) *Visits to other Commonwealth countries.* It will be helpful for senior administrators in rural education and other qualified persons to visit other countries where significant developments are taking place.

(c) *Training and supply of personnel.* In order to improve the facilities for training rural teachers, the personnel engaged in such activities should be enabled to study abroad, and experts from other countries should be made available to institutions which require their services.

(d) *Conferences of experts on Regional or Commonwealth-wide basis.* Exchanges of information and visits of administrators might well give rise to the need for Regional or Commonwealth-wide conferences of experts in rural education. Consideration might, therefore, be given to holding such conferences at a later date.

At the conclusion of its deliberations, the Conference proposed that the third Commonwealth Education Conference should be convened some time in 1964, the date to be determined by the Commonwealth Education Liaison Committee. The Canadian Government offered to act host on that occasion.

THE QUESTION OF NATIONAL INTEGRATION

Some of the suggestions they make are :

1. Language is a great unifying force. Students must learn one language common to the whole country and also one language of another region.
2. The ideal of a Welfare Secular State should be properly interpreted and constantly kept before the students.
3. One of the most important steps toward integraton is to increase the number of all-India schools in the country.
4. History should be taught to develop a deep historical understanding in the students.
5. Teachers of History and Social Studies should teach with an emphasis on India's 'unity in diversity' which has characterised Indian culture and civilization from the earliest times.
6. Books in History, Geography and Social Studies should be written with an all-India bias.
7. Good books in regional languages should be translated into Hindi.
8. Schools and educational authorities should promote extra-curricular activities like inter-regional camps, inter-State tours of students, celebration of festivals of all communities and observance of national days, educational exchanges between States of students and teachers, and student participation in common tasks like the N.C.C. camps, Scout camps and social service camps.

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I

A Plea For More And Better History Teaching

by M. Choksi*

LET us at the outset consider briefly the situation that we are asked as educators to remedy, or to help to remedy, namely, tendency, possibly the growing tendency, to substitute smaller loyalties—linguistic, religious, commercial, regional—for the larger national loyalty.

The Problem

It is feared that the development of linguistic States and regional languages will lead to the development of the centrifugal forces always latent in Indian history. We are, in fact, in the midst of a complex historical situation, conditioned by the immediate as well as the more distant past. The past century saw administrative unification brought about over a sub-continent by centralized foreign rule based on a common machinery of administration, a common code of laws and a common official language, which was also the language of higher education of the intelligentsia—lawyers, doctors, professors, teachers, businessmen. This was followed by the emotional integration resulting from resistance to the same foreign domination, resistance to a common enemy being, of

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course, a factor that has played a great part in the development of national consciousness in the history of nations.

And of course the background to this was the ancient cultural heritage of Hindu India, going back 1500 to 2000 years to the great Hindu empire, their administrative machinery and cultural heritage of art, thought and religion conveyed through a common cultural language, Sanskrit, binding North and South, and common traditional customs. Complicating this was the presence for the last five hundred years of another people, differing in racial origin, religion and mental habits, on the same sub-continent.

Only about fifteen years ago, this complex entity that is India became an independent nation, and since then events have moved with great swiftness. Almost overnight the country embarked upon the working of a mature modern democracy, seeking to attain economic security as well as civil liberties for its citizens. The common man's hopes have risen high with this new regime. Every area hopes for swift industrial advance and development. Every child hopes to go to school and even on to college. With this mass upsurge there is no doubt that the regional languages have to be the medium of school instruction, for knowledge can be most effectively acquired and assimilated by the average person when imparted through the language of his daily thought and speech. Once accepted as the school medium, the logical educational consequence is to continue the regional language at the collegiate stage. With the upsurge of the hopes of the common man under a national government, there has also been an upsurge of the linguistic loyalities that were always there at the mass level.

Nobody would regret the passing out of the old conditions, possible only under the old regime. Even if the new regime brings about new complexities, they are part of a natural political evolution. Over a sub-continent the maintenance of a strong centralized unitary government could only have been possible under foreign domination. The free development of languages, cultures, widespread education (only possible through the mother tongue), widespread regional industrial advancement, are all healthy, natural, tendencies. A national government, reaching out to the masses, was bound to create a mass upsurge of regional loyalty.

'A complex historical situation..'

While these are all natural and inevitable developments, it is obvious that the resulting tensions may lead to undesirable consequences and weaken the nation, if they are not merged in the large loyaties. The smaller group loyalties—linguistic, regional, cultural, are always apt to dominate in a circumscribed environment, and it is therefore most important to widen that environment. Human relationships are a complex matter, always creating problems, which can only be completely obliterated in a totalitarian authoritarian set-up, which would wipe out all differences and substitute a wooden uniformity. Such ways are not possible in a democratic set-up.

We find ourselves, then, in a difficult and complex historical situation—how to merge these regional loyalities in the higher loyalty, how to mantain and secure a deep and passionate feeling for India as a whole as being greater than any patr of it? Everwhere there are problems to be tackled. The all-pervading need is to inculcate mutual respect and mutual cooperation as the only way of living for a large and composite community, with many diversities.

Learning of languages

A very important and the most easily perceived educational feature in such a situation is, of course, the need for learning more languages, and for acquiring the "link" languages, Hindi and English. But it must be recognized that the masses wanting education cannot be transformed into scholarly linguists; and the levels of proficiency to be aimed at in these "link" languages are limited, not so much by faulty methods of teaching or by any limited

aptitude for language as by limitation of academic intelligence as well as similarity of languages. Experience certainly shows that at least in North India Hindi can be learnt far more easily than English. Marathi and Gujarati children (and therefore probably Bengali) learn it with ten to twenty times greater speed and ease than they learn English. This may not be true of South India, except that the Sanskrit-knowing academic adult certainly finds it easy enough. But every experienced teacher knows the limitations of children; and the aim should probably be Hindi for communication, and English for comprehension. It must be realized that languages widely known over areas where they are not the mother tongue cannot be known with precision of grammatical and idiomatic niceties.

The development of regional languages should go side by side with tolerance of and respect for the claims of other languages. The scholars and writers who are developing both regional languages and Hindi need to keep in mind most of all this need for mutual respect, for bridging differences, for thinking in terms of wide and even wider communication. For if language is a great factor in unification, it is potentially capable also of producing bitter and even virulent division.

Need for mutual tolerance

Mutual tolerance and mutual respect alone can build bridges of communication over religious differences. The concept of God, the approach and forms of worship differ widely from one religion to another. One bridge of communication can be through a harmonizing of the universal moral and spiritual truths held by all religions. Another bridge is through mutual respect of religious views held by people of other religions. A passionate belief in and practice of tolerance can alone bring together a community with so much diversity as ours. It is particularly valuable and useful and important that people of different faiths should work together for common social tasks and causes for the nation as a whole, for the relief of suffering, for participation in the great tasks set on foot by the Five Year Plans in pursuit of the goal of a Welfare State.

Place the idea of a Welfare Secular State before students

It is, in fact, a most important means of integration to teach the young to take pride in the fact that they are citizens of a form of organization so advanced as a Welfare State and a Secular State. It is important that they understand the aims and goals of such a community, and the rights and obligations of its citizens, that they are made to feel and appreciate that such a community is the most civilized form of human relationships in our present historical and geographical context in India.

Our interpretation of the Indian State has to be enthusiastic and dynamic, and such as to arrest the attention and loyalty of youth. The young can be made to feel the inter-relation of the two concepts. The Welfare State seeks to provide bread (the basic needs and opportunities) for all. And while it is true that man cannot live by bread alone, he has to have bread first before he can realize and appreciate other needs. The Secular State operates to serve this further human need. It serves no negative function : it is not non-religious. It frees all its citizens practising different faiths from the fear of persecution, denial of civil rights on account of religious opinions. It promotes brotherhood and tolerance. Working with "malice towards none, charity towards all", it sweetens the atmosphere of human relationships in a composite society.

A deep respect for tolerance should be put before the young as a cause to be upheld with passion and fervour. In a modification of Voltaire's famous words: "I may not agree with a word of what you say, but I will fight for your right to say it". Only by upholding this idea before the young can we prevent group loyalties from turning into group militancy which rouses opposing group militancies.

History has to be taught to develop a deep historical understanding

When we consider the vast area and the composite culture of one great country, it is easily seen that a deep historical understanding is required to widen the loyalties of its citizens. A knowledge of the historical background and a development of the historical sense should be a necessary part of the thinking of a citizen of a modern State so complex and composite as ours. Therefore it is particularly necessary that the history course in our schools should be full and comprehensive, stressing the contribution of many communities to the achievement of our composite culture. The history of North, South and Middle India has to be taught, so that the country's culture does not become narrowly identified with any one community or group or religion. Such a course should reach its culmination in the last two years of the secondary or high school, when the pupil is mature enough to proceed from the story of great men to the understanding of institutions and abstract ideas.

Through the ages the need for unity as a background to achievement needs to be illustrated : how the great periods in Indian history were those when unification over large areas brought about strength, stability, prosperity, happiness; and how division and dynastic struggle brought in its train waste of life, property, resources, human happiness. In the past such union was possible only under rulers, or a succession of them, who were both strong and benevolent, conquerors as well as consolidators. In a modern democratic state, unity and integration is the affair of every man and woman, of every citizen.

How History should be taught in the last two years of the school course.

It is important also, in the last two years of the school course, not to show the past as a succession of golden events and achievements, but to show also the realities of the darkness of dark periods, the domination of man by man : if not what Swift terms "the evil thing that is man", at any rate the evil thing that man can become once the controls are down. Let them realize that this is true in the history of all countries, not only true of the other fellow but of ourselves. Show the horror of slavery and the slave-trade as practised by the West, but also the horror of *suttee* as practised in India. It is important that the young should understand and face the possibilities of evil that are latent in all human beings. For, unless they are made to understand the springs of human action—the latent possibilities of fear, greed, envy, cruelty in human character—they are not armed against them. A critical attitude needs to be developed : it may be shown, for instance, how all people have, at some time in their history, claimed the natural superiority of their race to others and claimed a special mission on behalf of their own race. It needs to be shown that there are no scientific grounds for believing that there is any difference in the inborn equipment, mental and moral, of different races, and also that the movement of man over the earth has been such that no "pure" race remains.

In the last two years of the school course, children should be introduced to the development of institutions—of parliamentary government, of a federation. Let them realise the implications of federation, for instance—how it saved the United States of America from disintegration in the first ten years after the war of independence, how it saves and serves us now. Let the children see, for example, how throughout history men have made legends about their great rivers, said their prayers by their banks, made songs about them and fought wars over them. Let them understand how federation saves us from that last disaster.

For the training of modern citizens a good substantial critical course of history is required, ending with an outline of world history to show how civilization is many men's work, to bring out the contribution made by many countries at many times to the common advancement of mankind.

What is the actual situation in our schools ?

But what is the actual situation prevailing in the high schools or secondary schools of most of the States of the Indian Union? It is most distressing—in fact, shocking—that history is often omitted in the last years or even the last two years of high schools, just when the pupil is mature enough to benefit by it as a citizen of the future.

Unfortunately the curriculum and syllabus of studies in practically every State has been so much experimented with in recent years as to upset completely the course of studies that should be expected of high school students. Where "Social Studies" has been substituted as an alternative to history, often a mere smattering of history is taught, instead of the substantial course envisaged above.

Where history is an alternative, and not a compulsory subject, it is often given up for some other alternative, as it is not considered a "scoring" subject—that is, one in which it is easy to secure high marks. A large proportion of the more academically intelligent pupils now-a-days propose to specialize in science at the collegiate stage; and often in many "fashionable" schools, preparing for external examinations, such students are encouraged to drop history in the last two years and take on an extra paper in science. The result of this over-early specialization is that great numbers of our intelligent young people go on to college and to life without any adequate knowledge of the history of their own country, let alone any other. Compulsory history at the examination, that is, the School Final and University Entrance, has disappeared in the present set-up. It is worth investigating in the different States how much—or should it be how little—history is learnt in the top forms of high schools, and then it may be considered whether that is a proper preparation for the life of a citizen of a modern democracy with so ancient a past and so composite a culture as ours.

Other extra-curricular activities

So much then for the teaching of history and its importance in promoting national integration. We end with a brief mention of the use for this purpose of extra-curricular activities. At school can begin an emphasis on exchange of courtesies and contacts, on going out of our way to meet folk of the many communities—linguistic and religious—that dwell in our great land, such as is vitally necessary to make diversity livable. Festivals of all communities should be celebrated, visits encouraged from schools of different communities, talks arranged on such occasions by headmasters and teachers of other communities. Functions can be arranged where children from different communities can be invited to perform and give a picture of their distinctive life. The dances, the cookery recipes, the sweets, of different communities can form a starting point of interest.

School buildings can increasingly be made available to visiting schools during vacations, since these are not the same for different regions. Inter-State tours are now increasingly undertaken which give an idea of the extent, the greatness, the variety of the motherland. Where such tours are undertaken they are, however, often to *places*, without sufficient contact with the people inhabiting them: which could be remedied if arrangements were made for student and teacher "guides" and "hosts".

One of the most natural ways of promoting mutual understanding and respect is participation in common tasks that involve national or social service. N.C.C. camps, scout camps, social service camps should be organized to cut across States and regions, and thus provide opportunities for intercourse and friendship. Mutual knowledge, understanding, respect, friendship and tolerance are the very basis of our composite culture. What is required for a culture founded on unity in diversity is the passionate pursuit of understanding and tolerance—which is indeed mankind's great need all over the world.

"O cease, must hate and death return?
Cease, must men kill and die?"

II

Schools Must Teach Students to Think Rationally

by J.M. Gibson†

I have always taken it for granted that India should be one and that national integration is desirable, but thinking over the problem I find I am not clear in my mind exactly what I mean by this or what exactly is needed. If India were ruled by a dictator who wished to achieve the appearance of integration in the shortest possible time, I suppose he might do some of the following : abolish distinctive dresses; insist on all pale-faced Indians taking a course of sun or ray treatment until they were a healthy brown; make the public observance of worship—except perhaps of himself—illegal; increase the all-India administrative service and merge the States; insist on a common script for all languages and eventually a common language for the whole country. He might be tempted to go even further. The family is a disruptive unit, and children produced from stud parents and brought up in state nurseries might be made into the masters of the country, while those born in the old fashioned ordinary way could be declared outside the law and kept as slaves. He would build up an enormous pride in being an Indian, destroying all undesirable evidence from the past, and rewriting history so that it appeared that a splendid dynasty known as the Ashokbarbattens had been supreme until they voluntarily handed power to the panchayats, who. in turn elected him as a more efficient executive. Everything would go swimmingly. As there cannot be happiness without unhappiness, or beauty without ugliness, or leisure without work, or white without black, all however would be a monotonous grey

I don't know that personally I really want to live in a white ant society, however efficiently it is run, and however well it is integrated. I am not yet ready for the Hindu *moksha* or the Christian harping. I still enjoy the world as it is, with all its variety and problems. Of course it is annoying that Mr. X is so intransigent; even that Sardar Y or Shri Z cannot think of themselves as Indians rather than as Punjabis or Tamils. But if we iron out all differences and solve all problems I feel the world will be a dull place for anyone without conditioned reflexes And yet if we are to live in some sort of security—enough to enable us to achieve a reasonable share of happiness—we have to choose a middle path (how right, I believe. the Buddha was in his philosophy) between chaos and uniformity.

How is India to do this? The history of Europe after the fall of the Roman Empire shows that the division of a continent into national states leads to long periods of war, and although, in an atomic age, this sort of history might not be repeated, it is surely desirable that India should maintain its unity. But if that unity is not to lead to dull uniformity it must leave room for and even encourage variety. This already happens when, for instance, on Republic Day we enjoy the folk dances of different parts of the country. Indeed one of the great attractions of India is its variety, and I believe that this can be nourished without disintegration. I grew up believing that my own home country was the best in England—and I still do—but that has not blinded me to the attractions of other parts of the country or the virtues of the people who live elsewhere. I just look on it as my home and feel comfortable as when in one's own den, when I 'm there. The important thing would be that if I were in a position of influence and authority I should not treat people from my own village to public advantages undeserved in preference to people of other villages, counties or even countries.

I worked for three years in Switzerland, a country whose similarity to India, with its different languages and local customes and customs, has often been pointed out. Local loyalties are strong there, but the people are one and the country as integrated and well knit together as any. Its citizens

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may enjoy making jokes about each other as Bernois or Valaisans and have a deep pride in belonging to whatever Canton they do, but when necessary they think of themselves as Swiss. This is, I suppose, what we want when we talk of integration in India; we can enjoy our pride and satisfaction in coming from Himachal Pradesh or Kerala, but this pride, on necessary occasions, must be merged in a wider pride in being Indian, and that wider pride, on other occasions may have to merge in a recognition that we are citizens of the world; and when I use the word 'pride', I mean a happiness and satisfaction that we keep to ourselves rather than flaunt before others; a pride that helps us to put the interests of the wider group before those of the smaller in those matters where they should come first.

The problem is to decide which these matters are, to find the path between 'my country right or wrong' (extreme and therefore undesirable), a selfish or provincial individualism, and a flabby internationalism. Except for the willing citizens of an authoritarian state, the path is not a straight and well marked highway. It is more like a goat herd tracking up a hill side. Individuals will wind here and there, each finding perhaps a different route, some perhaps falling by the way, but if the flock is reasonably well integrated, the great majority will reach the summit. To find the best route for ourselves we need sense: and this is where education can help. If India is not to fall apart, and if its peoples are to behave, when necessary, as citizens of one great country, then it must be proved to them that this is right and sensible.

Among the uneducated, emotion is a far stronger spring for action than logic, and above all our schools and colleges must teach their students to think rationally, to distinguish between the subjective and objective. This is by no means easy. Politicians who want to get elected will appeal to the emotions of the masses as they know that this will win them more votes than logic. Statesmen with a wish to justify their actions will also be tempted by the emotional, subjective argument, rather than cold objective statement. I have not, myself, the experience or wisdom to know what is really right for India, a more rigid integration, or greater diversity and decentralisation. I remember well an idea put forward in conversation by M.N. Roy, that great and too neglected thinker, that State boundaries should be abolished, more authority and power in everyday matters should be decentralised to small administrative units, and those matters that concerned the people as citizens of the whole country should be in the hands of a countrywide civil service. Democratic decentralisation is a step in one of these directions, but we do not seem yet ready for the other step—a greater unification by abolishing the different States. Whether this step could or should be taken I do not know. It would obviously reduce the costs of administration and cause unemployment in the ranks of politicians. How do we decide? All I am sure is that if questions like this are to be decided sensibly, then we must have a well educated people: people who can think clearly. And another thing my experience has taught me is that if boys from all over India are brought up together as boarders in a residential school they do seem to learn to think of themselves as Indians without losing their local patriotisms. If there had been 1000 Doon Schools, India would never perhaps have been partitioned. I therefore feel that one of the most fruitful steps that we can take towards integration is to increase the number of all-India schools in the country. The new Sainik schools are welcome as increasing the number of places for boarders, but I hope they will encourage boys to come to them from outside the boundaries of the States in which they are situated.

III

Schools and National Integration

by K.C. Khanna*

EDUCATION is today rightly regarded as a social need. Its function is not only to cultivate the individual for his own benefit but to fit him in the pattern of social

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living of the community or the nation of of which he is a part. The benefit which the individual derives from it is from the social angle an integral part and an indirect consequence of the social purposes towards which his education is aimed. Every individual is expected to be educated so that he can give of his best to the service of his community. The material and other reward for his service is not to be a determining factor in shaping the kind of education which he will receive. The community has great deal to offer by way of heritage and everyone must contribute to this pool for the coming generation. This new and expanding concept of modern education is therefore linked up with the ever-widening sphere of the functions of the modern state. And it holds good whether we look at the democratic or the totalitarian state, although the processes through which the objective of the Welfare State is sought to be achieved may vary fh their operation.

We in India have recently passed through a most exciting experience of attaining freedom, and with it has come a sense of awareness to break away from age-old traditions that come in the way of building up a new social order based on equality and justice. We have placed before ourselves the objectives of a Democratic Welfare State. This is a stupendous challenge to our ability as a nation to face these tasks squarely.

Historical background

The British rule in India fashioned primarily to imperialistic purposes achieved and maintained the political unity of India in such a way that all its resources along with those of the Empire could at any time be used to defend its freedom from external aggression. Internally, each Province and Indian State large or small developed homogeneously and formed part of a heterogenous whole held together by the Central Government for defence and other cardinal purposes. This was based on the British belief that if people living in a certain area were encouraged to use their growing political power to improve local conditions according to their ideas, they would feel rightly satisfied with what was happening. The all-India aspect of political power in Indian hands did not make equal progress. And such progress as we made expressed itself through the efforts of provincial political leaders in the Central Government mainly to improve administrative policy on a lower plane.

According to this system the British could maintain the political unity of India as a part of the British Empire and prevent its internal political unity from assuming the proportions of a serious problem. If India could develop so as to become politically divided between its Provinces and Indian States it would counterbalance the political forces of an all-India nature, which the Indian National Congress was steadily harnessing for an eventual non-violent conflict.

It has been considered necessary to present this historical analysis of the circumstances in which we found ourselves when we attained freedom. This will facilitate our understanding of the problems of national integration which are facing us today. If we recognise what we have inherited from the immediate past and consider how we can utilise the strength-giving elements in it by fusing them with the vital elements in our old political and cultural tradition, we can hope to adopt constructive measures, which will enable us to achieve our objective of national integration.

The scope of this article is confined to a consideration of this problem from the educator's angle. Whatever else we do to foster national integration among the grown-ups used to the old ways of thinking and acting, we cannot overlook the importance and urgency of dealing with younger people at school today. The need to 'catch em young' is imperative, Young people, whose habits of thought and behaviour have not yet grown into confirmed prejudices, can be more easily moulded than old-timers, who find it difficult to change.

How tackle the problem

But how are we to set about the task? Admittedly the experiences which young people gather play a significant part in their mental and emotional growth. If we are keen that they should acquire a sympathetic understanding of people living all over India, we should provide them with experiences designed to achieve this end. The principle of 'unity in diversity' has to be carefully worked out for them in various ways, so that while they retain a justifiable interest in their local and traditional modes of thinking and living, they are fully capable of appreciating and tolerating modes of people living in other parts of the country. Excessive local patriotism degenerates into selfishness and intolerance. It feeds stunted minds incapable of appreciating the value and existence of other things, which are different. This kind of narrow conservatism ridicules other people and creates a false sense of pride. Invariably it prevents us from taking a balanced view of things. To counteract such experiences we have consciously to devise measures to ensure that the minds of young people are not nourished with idle prejudices. Not only this. We have to take positive steps in the direction of promoting goodwill for people living in other parts of the country. This should be done through word of mouth, through the written word in books and also through the use of film and other audio-visual media. At the present moment very little effort has been made in this direction.

We should also encourage and patronise translations of good works in regional languages into Hindi. This will be in the interest both of Hindi and the regional languages. It will engender a feeling of pride in our minds about great writers and thinkers in other parts of our country and will undoubtedly promote integration. The decision to encourage the study of one regional language in addition to Hindi will give further support to the objective in view.

Promoting tours and visits to other parts of India under a subsidised scheme of 'See Your Country' will undoubtedly bring us nearer to the fulfilment of our aim. And when on tour young people should be given opportunities of living with their counterparts in the lands visited. Inter-regional camps will greatly uproot prejudices if we plan them carefully. Our books in History, Geography and Social Studies should underline features which support the view that different parts of India are inter-dependent on one another, that every region has an important part to play in our economy, that if one part falls back, it will drag the others behind.

The present practice in various States of not throwing open its academic, technological and professional institutions to Indian citizens from all over the country, which is largely a legacy of the pre-Independence days should give way considerably to a system of all-India admissions on merit. Services should also be thrown open likewise. In all-India services it should be necessary for all incumbents to serve for a limited period in one or two other areas. It is not difficult to outline the merits of some of these practical suggestions; their cumulative effect will undoubtedly be perceived over a period of time.

In the end it cannot be denied that the problem is both serious and gigantic in its nature. But it is certainly not difficult of solution. Chronic maladies resulting from years of neglect cannot be cured in a day. We shall have to make persistent and sincere efforts in an all-out programme of bringing about national integration. Moreover, it will be necessary to evaluate the degree of success attending our various plans and to emphasise our efforts in the directions promising success. Although on our Government will devolve considerable responsibility to take in hand and finance some of these programmes, yet we will not be able to achieve the fullest measure of success without the support and active participation of educated citizens and public figures all over the country.

IV

Education for National Integration

by Kamala Bhatia*

DURING the last few years, whereas our Independence should have fostered a growing sense of harmony and unity among the various peoples of our country, it is shocking to recall the bitterness and the hatred that have been exhibited by people of one State towards the other over issues of political boundary, language, script and other matters. To an outside observer, it would be hard to believe that after having fought successfully a long and tense bloodless battle, after enduring hardships for several decades in the quest of freedom, once the freedom was attained, the same people would fritter away their energies in squabbles over petty differences of language or region. Instead of the Indians who fought shoulder to shoulder so valiantly against British rule, we have now become Mahrattas, Punjabis, Assamese, Bengalis, etc.

Many of the younger generation have watched these exhibitions of behaviour with perplexity. Their minds are impressionable and if they are not to grow up thinking of these differences as permanent dividing differences, we as teachers have to meet this challenge and so train the youngsters that they grow up with the right kind of values and sentiments. While educating the young it is necessary to bring out the fact that the existence of groups and communities is not confined to India, for there is no State in the world with people who are completely homogenous. Of course, there are some States in the world which are heterogenous in a marked degree, but diversity is not found only in large States. For example, in the United Kingdom, we have the English, the Scots and the Welsh, but they are united in their loyalty to national ideals. In Switzerland, one finds people speaking different languages and professing different faiths, but they are proud of their national unity, and their country. The feeling of oneness does not, therefore, depend on race or language or religion singly or collectively, but on the feeling of belonging to one nation and owing a loyalty to it.

Students, after studying the geography of India, may remark on the variety of peoples that inhabit it, their racial characteristics, food habits, religions, languages and customs. History reveals that India has never had a common language spoken throughout its length and breadth. Never have all the people followed any one religion, nor has all the entire territory of geographical India been ruled from one centre. In reply to this, the teacher may point out that in spite of these marked divergencies, for at least 2000 years or more, there has been a general feeling of 'Indianness' which has transcended all these differences and made an Indian people out of all the communities.

Emphasis in History and Social Studies

It is necessary for the teacher of History and Social Studies to know and to bring out in the course of her lessons, that, from the earliest times, Indian culture and civilization has been characterised by unity in diversity. The Indian social system has enabled people with varying beliefs to belong to the same group. Hindu society from the earliest days, has given great latitude to intellectual and religious differences, although enforcing a general conformity to certain patterns of behaviour in society. However, this latitude and tolerance worked easily in the past, as the different units of people lived in comparative isolation. Thus, there has been a great diversity of thought, action and outlook among the Indian people through the centuries, but there has been a recognizable pattern of unity. It may be pointed out to students when they read in History lessons about the foreigners who visited India, that Megasthenes and Fahien came and found a vast variety of peoples of different castes and sects in India, yet they have referred to all of them, in their writings,

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as Indians. Babar also, in his Memoirs, makes reference to "The Indian people" and the "Indian way of life". He found the Muslims of India different from the Muslims of other countries, and this he attributed to their being Indians. Nevertheless, in spite of these evidences of national unity in the past, group loyalties and separatist tendencies seem to have gained the upper hand.

In order to help in building up correct attitudes towards national unity and to bring about emotional integration, the teacher has to strive towards the development of desirable social attitudes in the children. Society is but a limb of the nation, hence proper social attitudes can help foster feelings of national unity. *What is an attitude, and how is it built up ?* According to Brown "an attitude is an accquired and relatively fixed tendency to react in a given way in relation to other persons or things". Krech and Crutchfield regard an attitude as "an enduring organisation of motivational, emotional, perceptual and cognitive processes with reference to some aspect of the individuals world". In simpler words, an attitude is more than mere motives or emotions or perceptions. All these, however, combine to make an attitude. Some aspects of the individuals world refer to persons, groups, situations and things, as for example an attitude of friendliness to a particular person, an attitude of hostility to a particular community, a hatred for a particular language or script. Once these are formed, they arouse our emotion and stir us up to some action or evoke feelings in us which drive us to perform certain acts. Payne says that attitudes are those aspects of mental life that give direction to the whole development of personality and determine the character and nature of behaviour. Prejudices, sentiments, and ideals and the like are examples of attitudes. Sargent regards attitude as fairly consistent and lasting tendencies to behave in certain ways—primarily, positively or negatively towards persons, activities, events and objects.

How attitudes develop

Psychologically speaking, attitudes grow in satisfaction of our specific motivational needs. They are also the result of the process of perception and cognition. Many of the attitudes of the young are adopted readymade by imitating their parents, teachers, playmates and neighbours.

In the development of desirable attitudes our intellectual growth plays an important role because what attitudes we form depends on what we perceive and how we perceive the world, on our intelligence, our ability to observe, reason and generalise, that is, our ability to learn. Nobody can deny the fact that attitudes are learnt and are the result of repetition and reinforcement. Early in 1947, in the Punjab, it was common to hear the various communities speaking ill of each other in homes, colleges, schools and market-places. Hatred was fanned and inflamed in the hearts and minds of men, and history records the tragedies enacted by the wrong attitudes of the communities towards each other. The very idea of nationalism and unity was forgotten, as a result of which India was torn into two parts.

Similarly, wrong attitudes and feelings which smoulder in the sub-conscious come to the forefront between the people of one State and another from time to time. These could be changed through proper education of the young. Many of our attitudes, desirable or undesirable, are the result of deliberately planned education, deliberately planned religious training, influences and propaganda.

The role of the school

We have seen how lack of the feeling of oneness, and of national unity exibits itself in our country and our people from time to time. Such a lack is a great drawback in the path of our progress. Nationalism and emotional unity consist in feeling and realising the wholeness and the oneness of our motherland. The physical and geographical unity of India should bring about a mental wholeness, that is, we must feel in ourselves and make our students feel that we belong to a whole

whose honour and dignity are to be maintained and preserved through our thoughts and actions. For years, we have been emphasising the greatness and the superiority of various parts of India, and not India as a whole, hence our history records more of defeats than our victories.

The meaning of the whole should be understood clearly. India as a whole consists of many parts but is not a mere sum of its parts. How is this feeling for the whole, this national and emotional integrity to be achieved ? An idea can be coveyed if it appeals to the sense of he children : They must see, hear and experience the idea in many concrete forms.

The National Flag

All emblems and decorations, crests and symbols are less significant and must give way to the National Flag. This must be hung in the highest and most honoured place in the school, home or public building. The attention of all children must be directed towards this emblem of our freedom, this symbol of the pride of our nation. The students and teachers should salute the flag out of deep respect. Its meaning and significance, and the price paid for this symbol of freedom should be explained to students.

The National Anthem

This should be sung in the school daily at Assembly, when the students stand erect at attention. The meaning of each line should be clearly explained, and the students have to be taught to stand at attention whenever they hear the anthem sung or played anywhere, and that they should remain standing at attention till the anthem ceases.

A common greeting

Sectional, communal or religious greetings should be discarded as they smack of separatism and community distinctions; the most suitable greeting is "Jai Hind".

A common language

An easy means of communication between people of the different parts of India is essential. No doubt English brings together the small percentage of the educated in the country, but it is no solution to the problem. Hindi must be taught effectively in every school and a fluency of speech aimed at, so that it may function as a suitable vehicle of communication from the Himalayas to Cape Comorin and from Punjab to Bengal.

National Days

The 15th August and 26th January, Independence Day and Republic Day should be celebrated enthusiastically in every school. The students should be encouraged to write original plays, songs, poems, and to compose ballets to bring out the meaning and significance of these days in the history of the nation.

Educational tours and excursions

Groups of students in schools should be taken to visit other States, to study their places of geographical, historical, industrial importance, their economic development, and to mix with the students in their schools. Living in hostels or in homes of students in other States, appreciating their culture, language, traditions, ways of living and food habits would develop mutual understanding and friendship. Just as educational exchange programmes function effectively between India and foreign countries on a two-way basis, a similar student exchange programme between the various States of India would be an invaluable method of developing mutual friendship and understanding and of developing integration.

Projects

In a certain school, the following means were adopted to promote emotional integration.

Each class took up the study of a particular State of India as a project for a

week. In this project, the geography, history, literature, manners and customs, greetings, religious observances, festivals, dresses, main dishes eaten, songs and some dances were studied. The class made a few posters, charts, picture albums, maps and models of various points of interest in their studies of the State. Some students learnt the songs, music and folk songs of the State. Others learnt to dress in the costumes and others cooked a few dishes. Each class arranged an exhibition of its study, available to the rest of the school classes, and the parents to see. In the afternoon, on the stage each class put up three items, a song, a costume parade and folk dance of the State.

In the costume parade different dresses of each State were modelled by students: peasant's dress, housewife, bride, labourer, the rich man etc. Finally all the people of the State got together round the National Flag and sang 'Jana Gana Mana——....'

Admission of students

It is suggested that in every school attempts should be made to admit children of as many castes and creeds and States as possible, just as in many Western universities great pride is taken if many foreign students study on the campus.

Languages

A number of elective language courses may be offered, and students not speaking those languages may be encouraged to study them as a third language e.g. a Tamil-speaking student may learn Urdu or Punjabi as third language and a Hindi speaking student may learn Tamil as a third language.

The employment of teachers belonging to other States in a school will create an understanding and friendship between teachers of the different parts of India.

In a certain school, it was very heartening to note a lunch table in the staff room, where several Hindi-speaking and Punjabi speaking teachers were enjoying their lunch with teachers from Kashmir, Bengal, Tamilnad, Kerala, Orissa. They were all employed in the same school and were well qualified in the subjects. All sat together, and gave a happy picture of Indian teachers. It was said that the lunch menu by turns included dishes from the various States of India.

Cultural educational exchange of teachers by sending teachers on short assignments for 6 months to a year on deputaton to work in schools in other States would be very beneficial. This would bring about mutual understanding and friendship and be of great educational value as well as a source of help and inspiration to the teacher in his or her work. In this programme of inter-State exchange of teachers, a teacher going from one State to another should reside with another teacher of the same qualifications and status in that State. No doubt, for all these trips, excursions, exchange of teachers and students, projects, additional funds will be required, but such an expenditure will be an invaluable investment for the purpose of achieving national emotional integration through education. Mere lectures, articles, posters, or films extolling the idea of national emotional integration cannot possibly achieve this goal except in a very limited measure. Concrete ways of stimulating mutual understanding and friendship and of developing cooperation in working on a common basis among the young of different parts of the country, can perform this function much more speedily and effectively.

Teacher and students take notes while a tele-lesson is on

G.S. Baderia*

TELEVISION IN OUR CLASSROOMS

AN important educational problem facing education today is the problem of providing an adequate number of trained, competent teachers for growing numbers of pupils and overcrowded classes. In technologically advanced countries, television has provided an answer to this problem. Here is a medium which enables a good teacher to reach his students spread over distant schools simultaneously and effectively. The idea of using television in education has as a result had a world-wide appeal and within 10 years of its introduction several countries have taken to it as an invaluable aid to teaching.

Partnership between teachers

Educational television has brought about a unique kind of partnership between the television teacher and the classroom teacher. One of the 'modus operandi' of using television in schools has been to bring in the television teacher in the classroom for a part of the period and meet his students. The students have

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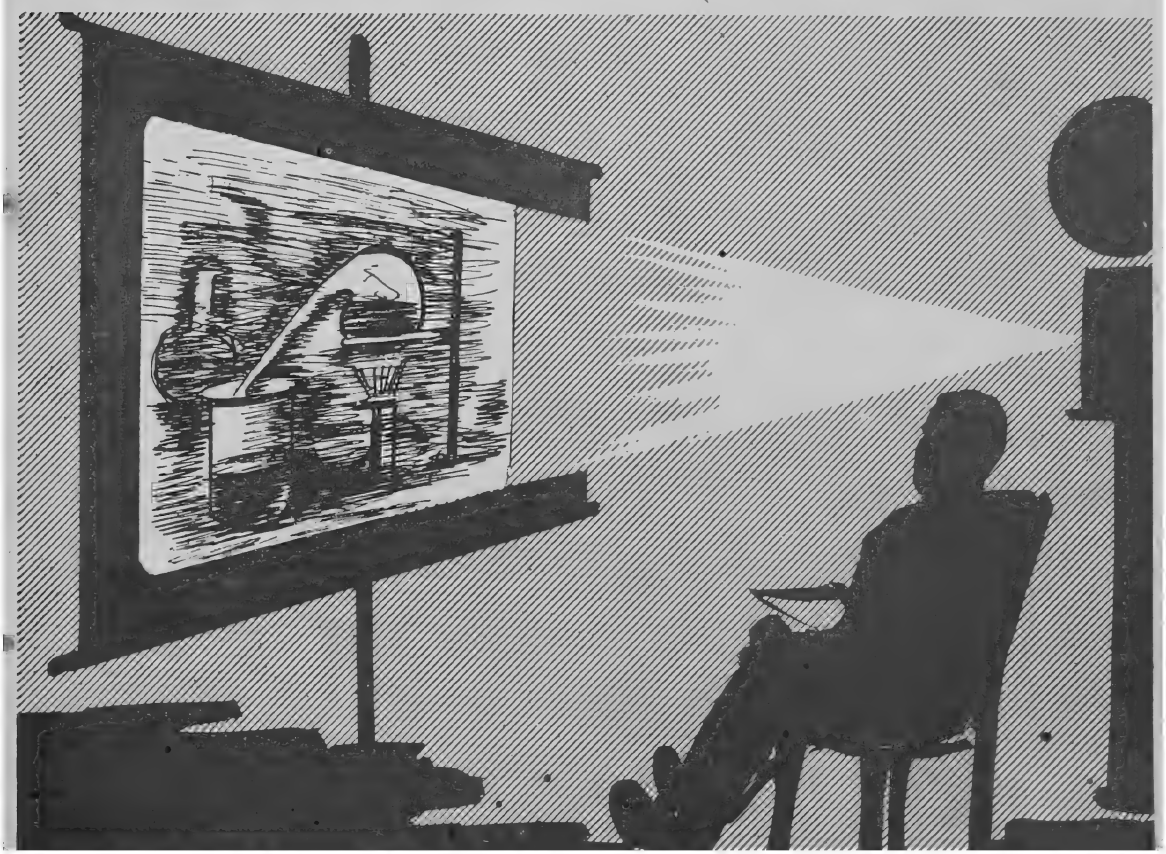
already been given the necessary background, an introduction to the lesson and on the television view a situation relevant to the lesson. They are thus psychologically ready to receive the tele-lesson content. During the lesson, the students get learning experiences while the classroom teacher tries to note the obscure and weak points which the students may not have grasped. After the lesson, the classroom teacher elucidates these points further. He puts questions and administers tests to find out how far the students have understood concepts and retained the lesson.

The role that the classroom teacher plays in this scheme of direct instruction by the tele-teacher should not be minimised as merely a subsidiary one. It is the classroom teacher who provides the necessary background to the lesson and an introduction to it, instructs students about the relevant points in the tele-lesson and builds interest in them to receive the lesson. After the lesson it is he who reinforces weak points, clears doubts, evaluates the success of the lesson and draws up assignments to ensure that the learning experience takes root. In fact, this partnership helps the classroom teacher to rise to a more demanding role. He is no longer a mere presenter of facts and bits of information but assumes the role of a guide, evaluator and an educator in the true sense.

For most teachers it is a new experience to work with another teacher whom they have probably not met and who takes a hand in developing a portion of the course to be covered by the classroom teacher. Since this is something as yet too new and different, it may present problems at first but a skillful classroom teacher will see in it a challenge and an

A tele-teacher previews a film



opportunity. The partnership between classroom teachers and the other teachers, however, is not a mechanical thing that just comes of itself; it is something that has to be worked for. In a real partnership there must be scope and opportunity for inter-action and a fruitful exchange of ideas. While ideas flow from the studio to the classroom, opportunities must be provided for the reaction of the classroom teachers to reach the tele-teacher. In some countries this is achieved through some form of evaluation check sheets. We in India could adopt this method as well as arrange occasional meetings of classroom teachers with tele-teachers.

Television is a pioneering cooperative effort in education

The TV team approach is not confined to partnership between teachers only. It extends far beyond that. Intially there are many agencies like the Department of Education, the Ministry of Information and Broadcasting and the agency for technical know-how that cooperate to implement the scheme. Then, behind the scene, there is a big team working entirely with one purpose, namely, how best to impart better education to our students. The tele-teacher, the subject expert, the visual aids producer, the programme producer and the floor manager all work towards the same objective, that is, putting up a lively, interesting lesson for the students. The tele-teacher previews films and TV lessons presented by other teachers to collect material for his own lesson. This helps him to understand his audience better for he then tries to present difficult and abstract concepts in a manner that the students would find it easy to understand. We have had lessons on television in Physics and Chemistry, on subjects like "Molecular Theory of Heat", the "Nitrogen Cycle", etc. in which complicated experiments performed on plants have been vividly explained. The visual aids producer prepares charts, diagrams, still pictures and models for him. The programme producer helps him to plan his lessons to suit the television medium. The floor manager and the programme producer then work hand in hand to put out a finished programme to the schools.

It is thus seen that educational television is a big project in cooperation between the tele-teacher, the classroom teachers, the subject expert, the visual aids producer, the programme producer and the school administrator.

It ain't no disgrace for a man to fall, but to lay there and grunt is.

—Josh Billings

By
N.D. Sundaravadivelu

EDUCATION IN THE U.S.S.R.

(Shri N.D. Sundaravadivelu, Director of Public Instruction, Madras, was one of the three-member team from India that visited the U.S.S.R. in September 1961 to study the Soviet educational system. In this article Shri Sundaravadivelu records briefly his impressions of the Russian school system).

Education is the birth right of every human being. This fundamental right has been accepted universally but has not yet been implemented by all countries. We found in the U.S.S.R. that it has not only been accepted but also implemented fully. All three of us (of the team visiting Russia) were struck with the high value and importance given to education, the largeness of the provision made for education and the seriousness of purpose in their educational programmes. Provision on a mass scale is made not merely for children of, what we usually call, the school age group, but also for the youth and the adults of different age groups and educational backgrounds.

Free education throughout

Education is free for all from the primary right up to the university level. The child will be admitted for formal education after the completion of the age of 6. Children below that age may join nurseries and kindergartens. These pre-school institutions run in many thousands but will still have to increase if most of the children of this age group are to be accommodated. Just at present, education is compulsory for all up to Grade VIII and optional beyond that. It will, however, be made compulsory upto Grade XI from the beginning of next year.

Types of schools

Turning to the structure of education, the schools for general education can be broadly divided into three types.

(i) Schools with Grades I to IV
(ii) Schools with Grades I to VIII
(iii) Schools with Grade I to XI.

The first type of schools will be found mostly in sparsely populated localities in rural areas. The number of schools of the last type is increasing from year to year so as to accommodate all those that continue education of their own free will but will be compelled to stay on till they complete the XI Grade from next year onwards.

There are separate schools for physically-handicapped and mentally retarded. Many special schools for 'Music', 'Ballet', 'Sports', etc. are in existence.

Schools are well equipped. Laboratories and libraries are effectively used. But school accommodation is not adequate for the present needs of certain areas in big cities. Some schools, therefore, work on shifts but the saving is only in buildings and equipment and not on staff. A separate set of teachers work in each shift.

One curriculum for all

Whatever the type of schools, the curriculum is one and the same for all. There is no such thing as a separate curriculum for primary schools and a curriculum for secondary schools. The entire curriculum is an integrated one for all the eleven grades. It provides for the study of three languages, Arithmetic, Mathemetics, History, Geography, Physics, Chemistry, Biology,

Physical Education, practical activities and vocational experience. The mother tongue of the child is the medium of instruction. It is also studied as a language right from the first standard. When the child comes to Standard III, he or she will have to begin the study of a second language, viz., Russian or one of the other Republican languages if Russian happens to be the mother tongue. At Standard V is introduced the study of one of the foreign languages. The pupil can choose the foreign language. English, German and French are the three widely studied foreign languages though in certain schools in Central Asia, the study of Hindi or Persian is also provided for. Though a study of three languages is compulsory in the high schools, a pass in all the three languages is not insisted upon for admission into a university for higher studies. A pass in a foreign language and in the mother tongue or Russian will do.

A public examination is conducted under the auspices of the Ministry of Education after the completion of the secondary school course. The performance in this, however excellent it may be, does not entitle any student for admission to a university. The universities have their own separate entrance examinations and have to be taken by every one aspiring for university education. Admission as day scholars is made competitive and is only on grounds of merit. This does not mean that others do not have a chance for higher education. Those that are not admitted as day scholars get employed in some job or other and avail of the opportunities for part-time courses in higher education for workers and peasants.

Practical course content

All the other subjects, that one finds in a school course, in most of the countries, are taught in Soviet schools. Quality of education is, on the whole, appreciably high. Right from the first grade, the Soviet schools provide for practical activities. In the first grade, clay modelling is practised. The pupils go on to paper and cardboard work and then to woodwork, metal work etc., as they move on to higher grades. In the last years of the school course, i.e., Grades VIII to XI, the students get two full doses of both academic studies and practical vocational training. Every student of the higher classes has to gain good job experience under actual work situations. For instance, we observed children of the higher forms getting training in the various operational jobs in railways. Similarly students get 'on the field' training for agricultural operations or industrial work. Such a training is meant for all and not only for those students that we consider practically minded. The practical training is planned in such a manner that academic studies are not adversely affected. This provision for job training for high school students is called the 'politechnisation' of secondary education. The result is that the high school graduates are not simply academicians, who cannot be employed on any technical work, if there are enough 'white collar' jobs.

Some notable features

(i) Education is co-educational at all levels, though, here and there, we noticed girls sitting in a group in the classrooms separately from the boys. Equality of sex is not merely a faith but a reality in the Soviet Union. In the field of education, we found that the women teachers outnumber the men. We were informed that as many as 70% of the teaching posts are held by women.

(ii) Great emphasis is laid on efficiency. We were informed repeatedly by the heads of institutions we visited, that there was no failure in any class in their schools. A probe into the matter revealed certain good features of their system. Promotions to the higher grade are not based on the 'chance performances' at one or two, or at the most three, terminal examinations. In the Soviet schools they are based on the cumulative results of all the monthly tests. Apart from this, the monthly tests help the teachers to identify, after two or three months, the 'slow-learners' in various subjects. These

'slow-l arners' are given special supervised study as an integral part of the school programme. This extra provision enables these children to make up sufficiently before the end of the year so as to justify promotion to the next grade. The phenomena of failures and stagnation and consequential drop out at various levels, are therefore quite unknown in their schools. We were told that in some single-teacher schools where one teacher has to handle as many as four grades, it may be possible to find one or two failures.

The absence of failures should naturally imply a seriousness of purpose. both on the part of the taught and the teachers. We did notice such seriousness in all their activities.

(iii) 'What about the talented child ?' was our next query. We found that the organisation of circles for different subjects and activities provided adequate opportunities for those talented in any particular subject or activity to develop their talents to the utmost. Every student should join at least one circle and no student can join more than two circles at the same time. These circles function under the direct supervision and guidance of one of the teachers. This again is part of the legitimate work of the school and, as such, it draws adequate attention.

Training of teachers

The value and importance of adequate pre-service and in-service training for teachers, has been well realised. Because of this realisation, adequate provision has been made separately for pre-service training and in-service training for teachers. The institution for pre-service training is not saddled with the responsibility for in-service training. It is obligatory on the part of every teacher in service to undergo re-training by attending a refresher course and a seminar once in five years. This is a provision which is strictly enforced. Such an enforcement has been made possible by the functioning of an adequate number of in-service training institutes—as distinct from pre-service training institutions. In the past, the minimum general educational qualification for a teacher of a primary school was VIII grade. He had to undergo a training, which included both general education and professional training, of four years to become eligible for the teaching profession. Those that completed the X grade successfully became qualified for the post of a teacher in a primary school by undergoing a training course of only two years. To be a teacher in a high school one should have passed the X grade—hereafter it will be XI grade—and should have undergone special training in the training institute for five years.

One notices an air of contentment, a seriousness of purpose and an eagerness for self-improvement among the teachers. In every school we visited, we found a good percentage of the teachers undergoing higher studies in the part-time courses with a view to improve their education.

Textbooks

The textbooks are nationalised. They, especially those for the primary classes, are quite attractive and good in get-up. The textbooks for primary classes are sold at less than the cost price. Students have to purchase their own books but those that are in difficult circumstances get textbooks at government cost.

Research programmes receive due attention. In the light of the findings of researchers, periodical revision of syllabuses is undertaken. Revision of syllabuses involves a long process and is done after wide-spread discussion, extensive consultation and careful testing in select experimental schools. We were told that because of this, sometimes, it takes even three years to get a fundamental change effected, even if the proposal emanates from an eminent authority on the subject.

In short, one can say that education in the U.S.S.R. receives the high priority that is due to it, that no accident of birth or place of residence is a bar to education. Opportunities for further education are also available plentifully for youths and adults. That education for all need not mean education of no worth is proved beyond doubt. The key to this gratifying state of affairs, is the contented, competent and continuously-learning teacher. His training and status receive all the consideration that they deserve. The educational programmes are not static but dynamic enough to keep pace with the changing world.

'In educational institutions our faculties have to be nourished in order to give our mind its freedom, to make our imagination fit for the world which belongs to art, and to stir our sympathy for human relationships. The last is even more important than learning the geography of foreign lands.'

—Rabindranath Tagore

From Our School Notebook

We publish below accounts of individual projects undertaken by various schools and articles by teachers centring round their teaching methods and experience. Contributions (which should be typed) for this feature are invited. These should be addressed to the Editor, "Secondary Education", Ministry of Education, New Delhi.

I

Investigation into the Teaching of History in Our Secondary Schools *by Mumtaz Begum, Teacher, New Progressive High School, Kachiguda (Hyderabad).*

Keeping in view the importance of history, specially in the democratic set-up of our day, I carried out an investigation to ascertain the actual position of the teaching of history in various schools. For my investigation, I adopted the questionnaire, interview and on-the-spot study methods.

What is the purpose of history teaching ?

The questionnaire was addressed to the teacher. The first question related to the aims and purpose of history. I think it is of prime importance for the teacher to form in his mind a clear picture of the aims and purpose of history teaching, for without it students cannot understand why a subject like history should be learnt at all. This question has brought in many different answers from different teachers. Some attach great importance to objectives like character-building, partiotism and loyalty while others lay emphasis on skills in presenting facts in a logical order and on the methods adopted for teaching. In general, however, it is noted that the teachers have got a vague idea of the importance of history teaching in the context of life as a whole. To them history teaching is merely intended to unfold the events and happenings of a particular period of a particular country. It is not related to any realities of life. I, therefore, feel that unless this misconception about history is corrected pupils cannot benefit from this subject.

Is the syllabus adequate ?

The second question related to the examination of the existing syllabus to find out how far the present history syllabus is fulfilling the aims of history and whether there is need to effect any changes in it. The teachers were asked to state the changes they would like to suggest in the syllabus and their reasons for suggesting the change. In answer, many changes have been suggested in the existing secondary school syllabus. Teachers have suggested the inclusion of detailed studies on civics, current events, social trends, and the exclusion of vague material which has no bearing on the day-to-day life of a nation. There have been suggestions by teachers advocating the exclusion of Hindu, Muslim and British periods but have advanced no rational grounds for such a suggestion. If the purpose of history teaching is to acquire a deeper understanding of the human nature and the trends and events in the lives of nations, then all periods of history are important. What is important here is the approach with which the subject is taught.

What are your methods of teaching ?

This leads us to the methods of teaching which was the third question on the questionnaire. It is common to find many teachers, even trained teachers who do not

give much thought to the planning of their lessons. The result is that their lessons are formal and dull. The normal methods of teaching as adopted by teachers in India are the lecture method, textbook method, and no previous preparation while the more modern methods like discussion method, project method and Dalton Plan are not commonly practised. Methods of teaching are changing day by day owing to the rapid development of audio-visual aids, numerous discoveries that are being made through educational and psychological research and to the acceleration of social changes. Of these developments the teacher should be well informed. Further he must relate his methods to the age, ability and aptitude of the pupils. A combination of techniques that would fit in with the requirements of the students and local conditions are correct methods to follow in teaching history. It has been said "History, if properly taught, becomes a way of life—a form of behaviour towards human beings which has its own peculiar quality and value".

Along with the technique of teaching it was necessary to consider the importance of teaching aids like filmstrips, radio, museums, libraries, history rooms, etc. The teachers were asked whether they used these aids in their teaching. From the answers received it is noticed that in a number of schools the teachers do not do so because the equipment of the history rooms is invariably poor and the teacher has to depend mainly upon lectures and a few illustrations and maps. It is my belief that without these aids the impression made on the minds of the students does not go deep. It is, therefore, extremely important that modern equipment should constitute an integral part of our history teaching.

Are you happy in the profession ?

The fourth question on the questionnaire related to the service conditions of teachers, intended to find out whether teachers were satisfied in their profession. The quality of teaching is directly related to the quality of teachers, and the quality of teachers depends not so much on their qualifications and training as on their attitude towards their profession. That in turn depends upon their economic position and other service conditions they command as teachers. Answers to this question show that the majority of teachers are dissatisfied with their lot. Lack of promotion opportunities, the inadequacy of grades and the general indifference of society to the teacher are some of the reasons for the teachers' dissatisfaction.

Examinations

The fifth question related to examinations, conducted by teachers in their subject. The advantages and disadvantages of different types of examinations as mentioned by the teachers are interesting. Some teachers have attacked the examination system and suggested that the examination system be abolished altogether. According to them, examinations have no advantages at all, for failure to perform well in an examination undermines the pupil's self-confidence. But they have suggested no alternative to this. Some teachers have favoured the essay-type examination and some the objective-type. On the whole, their answers reveal that either teachers have not given much thought to this question or they do not see examinations in thei proper perspective.

The above investigation shows that history teaching in our schools leaves much to be desired. If the teachers don't have a clear idea of the purpose of history teaching, it naturally follows that they cannot put much meaning in their lessons nor enthuse their students about the subject. Secondly, there are no history rooms and library facilities in 99% of the schools. It is indeed necessary for educational authorities that be to ensure that every school has the minimum facilities necessary for history teaching.

II

Project in Examination Reform *by Chhitubhai Mehta, Headmaster, Rajpipla High School, Rajpipla.*

Examination reform occupies an outstanding place today in every scheme of educational reform. The drawbacks of the traditional system are too well known to need repetition. Educators are busy thinking out ways and means by which emphasis can be shifted from one single external examination to a pupil's to al progress.

Our school recently carried out a project of examination reform. The question was discussed with the Principal, G.B.T.C., Rajpipla and it was decided that this should be placed before the parents' meeting. In the meeting it was decided that the experiment may be tried out in the first instance with standards V and VIII only.

The children of standard V being new and young it was decided that they should be examined in three subjects only in every month, while those of standard VIII were to be examined in four subjects on the basis of fortnightly tests of 40 marks each, 10 marks being left to the discretion of the subject teacher to be assigned by him on a pupil's regularity in class-work, co-curricular activities etc. These marks commonly known as "teacher's opinion" are assigned every fortnight regularly and entered on a separate card. The average of the marks assigned is added to the written test score when the test is taken. The test covers the course done during the period and it sets objective-type questions. The whole course is divided into units at the beginning of the term. The papers are drawn and examined by different teachers at different times; the first is drawn by the subject teacher. Each subject is to be examined at least four times a year, but not more than five times. The average of the marks of all tests including those assigned by the subject teachers out of 10 is taken into consideration while deciding promotion.

Assessment

The main advantage of this system is that it gives an idea of the pupil's achievements periodically both to the teacher and the parents, as monthly progress card is sent to the guardians every month. The teacher thinks of ways and means to improve his methods and the standard of achievement of his pupils, and the parents watch the results carefully and think of providing extra help necessary to the child at an early date.

At the end of the year we saw that the children were more regular not only in attendance but in their studies also. Secondly, the parents thought twice before taking their children out from one school to the other. Thirdly, the practice of encouraging tuitions during the last months had practically ceased because even if a student scored 4 or 5 marks more in the last examination, it improved his average by hardly one mark or so. The children also took more interest in their studies. Lastly, the results have been encouraging as the percentage of failures has considerably gone down.

When we invited the parents to give their comments on the system, they had to say one thing. They thought that their children would not now master the whole course at a time and that, as each term began and students started with a new course unit, they would forget what they learnt in the earlier term. To this our answer was that the same argument applies to annual examination too, for, what is studied in one standard is not examined next year in the higher standard. As for subjects like Mathematics and Science where children proceed on the basis of what they have learnt before, there is no such fear.

As a result of this project both students and parents have expressed the wish that the experiment be carried on to other standards also. Therefore, this year we have included one more standard in our project and next year we hope to cover standards V to IX.

Activities at the Centre

CENTRAL ADVISORY BOARD OF EDUCATION

The 29th session of the Central Advisory Board of Education was held this year at Jaipur on January 1 and 2, 1962 under the chairmanship of the Education Minister, Dr. K.L. Shrimali. The session was inaugurated by the Governor of Rajasthan, Sardar Gurmukh Nihal Singh.

Governor's Address

In his inaugural address, the Governor called the Board's attention to the important educational problems that had come in the wake of educational reorganization and to which adequate answers had to be found. Some of the Governor's remarks on different educational issues that he urged the Board to consider are briefly summarized below.

(i) Although basic education has been accepted as the pattern of national education it is more or less confined to the rural areas. The Secondary Education Boards and the higher secondary education authorities have not so far recognised the basic system in practice. Thus, in actual practice there exist two parallel systems, one for the children in rural areas and the other for those in urban areas. This requires looking into and immediate steps to bring about basic similarity in courses in urban and rural areas.

(ii) The higher secondary schools should be organically linked with the life of the people. For example, in a predominantly agricultural country like India, greater emphasis has to be placed at the secondary stage, specially in the schools in rural areas, on the practical study of new scientific, agricultural and horticultural processes and techniques, and small handicraft industries that can flourish according to local conditions. In Rajasthan, a number of multipurpose schools have been started but they are facing difficulties due to the shortage of equipment, staff and proper accomodation. Practical suggestions and reform are urgently required to solve this problem and the first essential is the training of teaching staff for the new type of schools.

(iii) Thought should be given to the implementation of the three-language formula. Study of Hindi and English should be compulsory in schools throughout India but with regard to the selection of the third compulsory language, it is necessary to bear in mind the local conditions and certain other considerations. For example, in certain parts of Rajasthan it may be advisable to have the third compulsory language in secondary schools, Punjabi, Sindhi or Gujarati which are the languages of minority communities settled in the different parts of the State.

(iv) It is necessary to regulate admissions to universities and restrict them to those who are well prepared to benefit from higher education. It is no kindness to the students or their parents to allow the unsuitable to increase crowding in higher

institutions of education. It is a wrong idea to say that everyone has a right to admission in an institution for higher learning. There is no such right recognised anywhere in the world, not even in the most advanced democratic countries. The only recognised right is to free basic education and provision for adequate facilities for other types of education and for opportunities to make the best use of the faculties with which an individual is endowed.

Presidential Address

In his presidential address, Dr. K.L. Shrimali reviewed the progress made in different spheres of education in the first and second Plans and indicated targets to be achieved in the third Plan.

Among the new schemes that the Government had initiated or was considering, the Minister referred to : (a) the collaboration between the Government of India and Unesco in the development of primary education in Asia. To this end, an Asian Regional Centre is being established in Delhi for the training of educational planners, administrators and supervisors; (b) the establishment of the National Council of Educational Research and Training as an important landmark in educational development. The purpose of the Council is to develop an effective national programme for the qualitative improvement of education through research, training and extension; (c) the establishment of a Central Board of Secondary Education in consequence of the Second Pay Commission's recommendation that "in the interest of Central Government employees as well as of other mobile sections of the population in the country, the growth of schools with common syllabi and media of instruction and examination should be encouraged"; and (d) the appointment of a Standing Commission for Scientific and Technical Terminology to evolve terminology based on international usage and common to all Indian languages. "It will provide the modern Indian languages with a common core of scientific and technical vocabulary and will bring them nearer to one another, thus helping in the great task of national integration".

The Agenda

The Board considered, inter alia, the follwing important subjects.

(a) Statement issued by the Chief Ministers' Conference regarding education, medium of instruction and script.
(b) Reorganization of higher secondary and pre-university education.
(c) Production of textbooks.
(d) Teacher training.

Recommendations of the Board

Chief Ministers' Statement

The Board having considered the statement issued by the Chief Ministers' Conference held at New Delhi on August, 10, 11 and 12, 1961, agreed generally with the views on the question of language, textbooks, medium of instruction and script set out therein and drew special attention to the recommendation that both Hindi and English should be taught at an early stage.

Medium of instruction in schools

The Board reaffirmed its previous recommendations (as under) on the medium of instruction at the school stage:

> "The medium of instruction in the junior basic stage must be the mother tongue of the child and that where the mother tongue was different from the regional or state language, arrangements must be made for instruction in the mother tongue, by appointing at least one teacher to teach all the classes, provided there are at least 40 such pupils in a school. The regional or state language where it is different from the mother tongue should be introduced not earlier than in class III or later than the end of the junior basic stage. In order to facilitate the switchover

to the regional language as medium of instruction at the secondary stage, children should be given the option of answering questions in their mother tongue for the first two years after the junior basic stage.

"If however, the number of pupils speaking a language other than the regional or state language is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the language of the pupils. Such arrangements would, in particular, be necessary in metropolitan cities or places where large populations speaking different languages live or areas with a floating population of different languages. Suitable provision should be made by the State authorities for the recognition of such schools imparting education through a medium other than the regional or state language."

Medium of university education

The Board emphasized the importance of having a common linguistic link for inter-connection between different States and universities, as the regional languages progressively become the media of higher education. The Board recommended that if any university or any faculty changed over to the regional language as a medium of instruction, it should continue to provide facilities for instruction in the "link" language, i.e., English and/or Hindi, either in different sections in a large college or in different faculties in order to facilitate the movement of students and teachers from one part of the country to the other and to provide for students with different media of instruction at the higher secondary stage.

Textbooks

The Board expressed agreement with the recommendation that the production of textbooks should normally be taken up by State Governments and that a central agency for the improvement of textbooks be set up at national level, whose main functions would be to conduct research in the improvement of textbooks, to prepare and circulate model textbooks to be used by State Governments in the preparation of their own textbooks, and generally to act as a clearing house agency in respect of the preparation, production and distribution of textbooks.

Three-language formula

The Board reiterated the recommendation made by it in 1957 and recommended further : (a) that the State Government should take early action to bring the arrangements obtaining in the States in conformity with their recommendation and (b) that the Ministry of Education should periodically review the progress made in this regard and report the results for the information of the Board.

Script

In regard to the question of a common script for all Indian languages, the Board recommended that it should be further studied by the Ministry of Education and the results thereof placed before the Board in due course.

All-India education service

In regard to the proposal for forming an all-India education service, the Board recommended that the Ministry of Education should formulate a scheme in consultation with the State Governments and place it for consideration of the Board in due course.

Reorganisation of Higher Secondary and Pre-University Education

The Board considered the memoranda on the reorganization of higher secondary and pre-university education prepared by the Governments of Madras and Gujarat. The Board was of the view that while it would be desirable to have ultimately a total period of 15 years of education including 12 years of schooling before the first degree is taken, and the States that can command the resources for lengthening

the period of education should be encouraged to do so, it is necessary that the reorganization on the lines envisaged in the Report of the Secondary Education Commission should be speeded up. The Board further stressed that the total period of education should not in any case be less than 14 years, with 11 years of schooling of pre-university education of terminal character.

Expansion of Primary Education

The Board noted with regret that it had not been possible to realise the objective of providing free and compulsory education for all children upto the age of 14 years within the period stipulated in Article 45 of the Constitution. The Board strongly recommended that the Government of India in consultation with the State Governments should now fix a definite time limit for the realisation of this objective and should draw up a phased programme for the purpose with particular emphasis on girls' education for the country as whole and for each State and Union Territory.

Teacher Training

Recognizing that the qualitative improvement of education depends mainly on the quality of teachers, the Board strongly recommended that a high-powered committee or commission be appointed by the Ministry of Education immediately to examine the problems of teacher education in all its aspects, that is, quality, training and conditions of work, with reference to all stages of education.

With regard to teacher training for elementary schools, the Board recommended that steps should be taken, wherever necessary, to see that the programme (the Centrally sponsored scheme for expansion of training facilities for primary teachers) initiated in the second Plan is completed according to schedule.

With regard to teacher training for secondary schools, the Board recommended that the question of the supply of science teachers for higher secondary schools should be examined as a matter of urgency in consultation with the University Grants Commission with a view to undertaking necessary measures so that the requirements of the secondary schools might be met.

Programme of Social Education

The Board recommended that in order to assure success of the literacy programme:

(i) the entire literacy movement should be promoted under the guidance and supervision of the education authorities of the States, through the agency of the panchayats and other local units of administration and for this purpose, the funds from the community development budget and the education budget should be pooled together under the administrative control of education authorities;

(ii) in order that the literacy movement is built on technical and administratively sound basis, it is necessary to have effective support in services at the block, district and the state levels;

(iii) not less than 50 per cent of the funds provided for social educat on in the community development budget should be earmarked for literacy programmes.

The Board further recommended that an immediate effort was necessary to establish a network of rural library service. Such service should be a part of the general library development plan of the State Governments.

Development of Hindi

The Board, agreeing with the view that in non-Hindi speaking areas, it would be necessary to set up a special inspectorate by the State Governments for conducting inspection of Hindi teaching in schools, at least for some years together, commended the proposal of the Government of Kerala to the Government of India with the suggestion that the full cost involved in the sett ng up of this special inspectorate should be borne by the Government of India outside the State plans.

The Board accepted with thanks the invitation of the Government of Kerala to hold the next session in that State.

Informal Meeting of the Directors of Public Instruction/Directors of Education

Prior to the meeting of the Central Advisory Board of Education, the informal meeting of the Directors of Public Instruction/Directors of Education was held at Jaipur on December 29, 1961. The following important subjects were discussed :

(a) Co-ordination of efforts for improving textbooks at primary and secondary stages;

(b) Problem of accommodation for schools;

(c) The problems of the first year class; and

(d) Scheme of educational assistance to the children of Central Government employees.

With regard to the first item, the proposal to prepare textbooks and other educational literature and to set up a central committee for the purpose, with which will be associated eminent scholars, teachers and authors, was received with unanimous approval. The State representatives promised their full cooperation in the implementation of the project. It was further suggested that preparation of standard syllabi which could be adapted to suit local conditions should also be undertaken.

The meeting expressed the view that among the first subjects to be taken up for preparation of educational literature should be included textbooks in science, mathematics, agricultural technology and crafts.

In connection with the problem of accommodation for schools, the meeting emphasized the need of expediting the construction of school buildings and appreciated the desirability of attaching suitable P.W.D. units to the Departments of Education.

National Council for Women's Education Reconstituted

The Government of India have reconstituted the National Council for Women's Education with Shrimati Raksha Saran as Chairman of the Council.

The 27-Member body was set up in 1959 to advise the Government on the education of girls at the school level and of adult women. The Council helps in the formulation of policies, programmes, targets and priorities for the expansion and improvement of girls' education. It also assesses the progress achieved from time to time and suggests measures for the evaluation work being done in this field.

The Members of the reconstituted Council are :

Shrimati Chandravati Lakhanpal M.P.; Shrimati Jayaben Vajubhai Shah, M.P.; Shrimati Renu Chakravartty, M.P.; Shrimati C. Ammanna Raja, M.L.A. (Andhra Pradesh); Shrimati Puspa Lata Das, M.P. (Assam); Shrimati Zahra Ahmed, M.L.A. (Bihar); Shri D.I. Sharma (Gujarat); Begum Meraj Quareshi (Jammu and Kashmir); Shrimati John Mathai (Kerala); Shrimati Vimala Sharma (Madhya Pradesh); Shri S. Guhan (Madras); Dr. A.G. Pawar (Maharashtra); Shrimati Prabha Mishra, M.L.A., (Rajasthan); Kumari C. Phillips (Uttar Pradesh); Shrimati Grace Tucker (Mysore); Kumari K. Gupta (West Bengal); Shrimati Hansa Mehta (Central Advisory Board of Education); Shri Raja Roy Singh; Shri J.P. Naik, Dr. D.K. Malhotra; Shrimati S. Sondaram; Kumari T.K. Andranvala; Dr. B.R. Seth (representatives of the Union Government); and a representative of the Union Territories and Centrally Administered Areas.

Kumari S. Rajan, Assistant Educational Adviser, Union Ministry of Education, will act as Secretary of the Council.

The tenure of office of the non-official members is two years.

Central Institute of Education

Programme for the Training of Extension Workers

It is proposed to develop the Extension Department of the Central Institute of Education into a training centre as well for extension workers. If this is done, it will have the dual duties of working out

the usual programme of extension services for the secondary schools in its area and also training co-ordinators, lecturer of training colleges and others, who will be engaged in extension work.

Meeting of the Measurement Committee

The meeting of the Committee set up by the National Council of Educational Research and Training to advise on a programme of training, research and extension in Mental Measurement and Psychology for the proposed department of Psychology, Measurement and Guidance met in the C.I.E. on Monday, the 9th October. A programme for the above was drawn up.

Nursery School Education

A committee consisting of the members and the teachers of the Nursery School met and drew up a plan for :

1. A programme of the Nursery School.
2. The indispensable additions and alterations needed.
3. A training programme in the field of pre-primary education; and
4. Researches to be conducted in the field.

Extension Services

During the period under review the following seminars were held.

1. *Geography Seminar.* The programme consisted of a talk, demonstration lessons, exhibition, discussion of the Geographical Society, syllabus and its organization.

2. *Seminar on Commerce.* A talk on 'Sharing Experiences about Business Education in the Secondary Schools in the U.S.A.', was followed by a discussion. This seminar was followed by a follow-up seminar on 'School as a Teacher Education Agency'.

3. A seminar-cum-workshop on the Teaching of Mathematics was held from the 12th to 20th December. The number of participants was 18. There were lectures, demonstration lessons and practical work on the Teaching of Arithmetic, Geometry, Algebra and Statistics.

4. A seminar-cum-workshop on the Teaching of History was held from the 12th to the 20th December. There were lectures, discussions, practical work, excursions and film shows. The number of participants was 17.

5. Sanskrit Seminar for Sanskrit teachers in the local schools was held at the Delhi Public School, Mathura Road, New Delhi on the 6th December. A programme of demonstration lessons, discussion on problems of Sanskrit teaching and demonstration of work by students was arranged. Forty teachers participated.

Psychology Wing

During the quarter under review the following activities were taken up by the Psychology Wing of the Central Institute of Education.

Standardisation of an achievement test in Hindi for class VIII was completed; Report and Manual were prepared.

Data collected for the project 'Socio-Economic Background of the High Achievers in the Higher Secondary examination of Delhi Board' have been processed and the first draft of the Report was prepared.

The first draft of the Report on 'Analysis of Hindi textbooks of Classes VI-VIII in Hindi-speaking areas' was prepared,

The test of English vocabulary for classes IX to XI was administered and scored.

A new project entitled "measurement of attention-holding powers of children of ages 2 to 5 with respect to certain playmedia" was started.

Two projects 'A study of gratification of the personality-needs of teachers' and 'A study of anxieties, fears, and worries of adolescents' were planned.

Work continued on (a) investigation in connection with the "Academic adjustment of children from senior basic

schools in higher secondary schools" and (b) preparing items and refining them for verbal group intelligence test for the age group 15-16.

The following areas have been chosen for immediate research.

Reading; Learning; Adolescence; Child Development; and Assessment of Teaching Success.

Detailed working papers for the two areas of research, namely, (1) Child Development and (2) Reading were prepared and submitted to the Principal.

Central Bureau of Textbook Research

A brochure on Analysis of History textbooks for primary classes was revised.

A handbook on Metric Measures for the guidance of textbook writers has been prepared.

The Bureau completed the primer-cum-reader I for Tibetan Children in collaboration with Tibetan scholars. It contains 30 lessons. Social Studies syllabus for class II of Tibetan schools in India was drafted.

The Bureau associated with the State Government of Punjab in the preparation of integrated syllabus and writing of textbooks in General Science and Social Studies.

The Bureau prepared the Evaluative Criteria for analysing syllabuses and textbooks at primary and secondary stages in Mathematics, Science and Geography. These analysis sheets are to be used in the workshops which the Bureau proposee to organise in early 1962.

Central Institute of English, Hyderabad

The sixth regular course, which commenced on 10th July, 1961, concluded on 10th November, 1961. There were 55 trainee in this course. Of the five Research Fellows appointed by the Board of Governors, four have joined and have started their work. Dr. B.K. Lott joined the Institute as Director of Studies on 6th October. Dr. H.N.L. Sastry, appointed as Assistant Professor, has also joined.

On the invitation of the Marathwada University the Director and the three British Council experts participated in a seminar for 5 days, from 28th November to 2nd December, 1961, on the teaching of P.U.C. English, at Aurangabad.

Report of the Emotional Integration Committee

The Committee set up by the Ministry of Education under the chairmanship of Dr. Sampurananand, to examine the question of emotional integration among students, submitted an interim report which has been forwarded to the State Governments and universities for implementation.

Educational Delegations to and from India

A 15-member student/teacher delegation from Nepal visited the country during October-November, 1961. During their stay in India they visited various selected places of educational and historical importance.

Report on National Service Scheme

The Government of India deputed last year Mr. K.G. Saiyidain, Educational Adviser to the Government of Jammu and Kashmir to make a comprehensive study of youth development and youth service programmes in various countries of the world and suggest suitable changes in the National Service Scheme drawn up by the Deshmukh Committee. The committee had recommended a nine-month work camp experience for all youths, boys and girls, who had completed their secondary education.

Mr. Saiyidain visited France, Yugoslavia, Germany, Scandinavian countries, the U.K., the U.S.A., Japan and the Philippines. He met over 200 experts in the field in these countries and studied special measures taken by them to deal with the present problem of youth adjustment.

Mr. Saiyidain has submitted a report in which he has dealt with 10 main points which were raised during his discussions on the Indian scheme. These relate to the nature of the scheme—should it be voluntary or compulsory or should it be started on a national basis or as a pilot project; the optimum duration of the service; nature of projects to be undertaken; organisational set-up and the ingredients of the training programme.

The report has been published by the Ministry of Education.

Promotion of Gandhiji's Teachings

Kumari Manuben Gandhi completed her lecture tour on the teachings of Mahatma Gandhi in selected schools of Himachal Pradesh in the month of October, 1961.

New York Herald Tribune Forum

C.K. Koshy, a student of Model School, Trivandrum, was selected, on the basis of an all-India essay competition, held by State Education Departments and Universities, as the Indian student delegate for participating in the New York Herald Tribune Forum from January to April, 1962. He left for New York on 27th December, 1961.

Assistance to Voluntary Educational Organisations

A sum of Rs. 35,000/- was sanctioned to Banasthali Vidyapith, Jaipur, as a maintenance grant.

Education in Union Territories

Laccadive, Minicoy and Amindiv Islands

On the basis of the Pay Commission's recommendations, the scales of pay of the staff of the Education Department of the Laccadive, Minicoy and Amindive Islands have been revised so as to conform to the scales prescribed for similar posts under the Delhi Administration.

Sanction has been accorded to the grant, as a special case, of a scholarship of Rs. 130/- per month to Shri T.P. Junhiseet Koya, an inhabitant of the Union Territory of Laccadive, Minicoy and Amindive Islands for studying at the School of Public Administration in Delhi for a period of two years. In addition, Shri Koya will also be paid a book grant of Rs. 100/- for the first year and Rs. 200/- for the second year and a lumpsum grant of Rs. 250/- for the purchase of winter clothing.

Himachal Pradesh

Sanction has been accorded for the institution of a post-graduate research scholarship in Sanskrit/Hindi at the rate of Rs. 100 - per month tenable for two years. Only post-gr duate students who are bonafide resident of Himachal Pradesh and who are either engaged in esearch work or propose to do research in Sanskrit Hindi at a recognised university shall be eligible for the scholarship. The selection will be made according to the rules prescribed by the Government of India for this purpose.

Around the States

DELHI

School Television Project

The Union Territory of Delhi is the first in the country to introduce teaching through television from the current session. The School Television Project which has been launched with the assistance of Ford Foundation and in collaboration with the All-India Radio, has started functioning from 22nd October, 1961. Television sets have been provided in 150 higher secondary schools. One lesson in English, one in Hindi and three lessons each in Physics and Chemistry are organised every week.

During the month of December 1961, a three days' seminar was organised for classroom teachers and principals of the schools to deal with problems concerning television teaching.

This experiment is being watched with interest by educationists all over the country.

Seminar-Cum-Workshop on Medical and Geometrical Drawing

In recent years there has been great advancement in the field of Geometrical and Mechanical Drawing. To keep our teachers informed of the latest developments in the subject, a seminar-cum-workshop was organised by the Directorate under the auspices of the Extension Service Department, Teacher's College, Jamia Millia Islamia, New Delhi during December 1961. Twenty nine teachers of higher secondary schools attended it and exchanged views and also did practical work and discussed their problems.

Seminar-Cum-Workshops on the Teaching of History and Mathematics

Seminar-cum-Workshops were organised by the Directorate during December 1961 at the Extension Service Department of the Central Institute of Education. These were organised to discuss how the XI class results in History and Mathematics could be improved. The workshops lasted eight days where teachers of these subjects were reoriented in the latest methods of teaching these subjects. Besides theoretical talks, the teachers had to do a lot of practical work. Opportunities were afforded to the teachers to discuss their classroom problems.

Hostels in Rural Areas

A great achievement during this quarter is the establishment of 15 hostels in rural areas. The need of establishing hostels for students in the rural areas of Delhi has been there for a long time in view of the fact that students in the villages lack adequate facilities and favourable environment for education in their houses. The students devote much of their time in looking after cattle, helping the parents in the fields and drawing water from the wells. Besides, the guardians do not find time to look into the difficulties of their wards. It is obligatory for the students of class XI to reside in these hostels. The teachers of English of the schools have been granted an honorarium of Rs. 40/- p.m. each for coaching the students after school hours.

Evaluation Unit

To suggest better methods of evaluation, an evaluation unit was established in this Directorate during December 1961. The unit will carry out surveys in the schools and suggest ways and means of effecting improvement in the present examination system. This unit is under the direct control of the Assistant Director of Education (Planning).

GUJARAT

Secondary Education

The Government have revised the pay scales of teachers in government secondary schools on the basis of the recommendations of the Integration Committee for Secondary Education. The revised scales take effect from October 1, 1961.

To improve the teaching of science in secondary schools, the State Government has appointed a committee to look into the question and suggest ways and means of doing so. Another committee has also been appointed to revise the present syllabi in General Science, Physics-Chemistry and Physiology-Hygiene for secondary schools. To promote interest in the subject the Government held exhibitions, on district basis, of scientific models, charts and projects prepared by students of secondary schools. Prizes ranging from Rs. 15 to 50 were awarded to the best models and charts exhibited.

Gujarat State Second Sports Festival (1961-62)

During the first week of December 1961, competitions on taluka and district level were held for juniors and seniors in all talukas and districts of the State. The winners in these competitions met in another competition at the State level at Ahmedabad on December 30 and 31, 1961. The number of participants was 612 men and 383 women. Events for the competitions consisted of athletes, team games and folk dances for girls.

The Sports Festival is a yearly project, sponsored by the Education Department.

N.D.S. Training Camp

The State Government has started a training camp to train instructors under the National Discipline Scheme at Khedbrahma (District Sabarkantha) from October 23, 1961. The duration of the camp is eight to nine months. The total number of trainees at present is 59, out of which 15 are girls.

The training is imparted by the Central Government Training Staff of the National Discipline Scheme and is conducted under the guidance of the State Inspector for Physical Education of Gujarat State.

MADHYA PRADESH

Secondary Education

During the quarter ending December 31, 1961—

1. Five higher secondary schools were converted into multipurpose higher secondary schools.
2. One hundred and forty high schools were converted into higher secondary schools.
3. Two hundred additional lecturers and 40 physical training instructors were provided to higher secondary schools.
4. One hundred new additional higher secondary schools were opened.
5. Ten new junior N.C.C. units were started.

Development of Science

A seminar of principals and heads of departments of science and engineering colleges was held in the month of November, 1961, in which syllabi for different branches of science for higher secondary classes and facilities which exist at present and which are required for their teaching, were discussed. Some reforms in the existing examination system were also proposed.

A survey of existing Vigyan Mandirs in the State was carried out and a scheme of opening a Vigyan Mandir in each district is under the consideration of the State Government. A proposal to place all Vigyan Mandirs under the charge of the Science Consultant to Director of Public Instruction is also being considered.

Scholarships

Two hundred scholarships each of Rs. 40/- p.m. and 600 scholarships, each of Rs. 20/- p.m., have been sanctioned for day scholars of class IX. These are tenable for 10 months and will entail an expenditure of Rs. 2 lakhs during the academic year 1961-62.

Games and Sports

A contingent consisting of 29 boys and 16 girls reading in the higher secondary schools participated in the National Schools Games Meet (Autumn) held in Calcutta from 19th to 23rd November, 1961.

The State Games and Athletics (Winter) Meet was held in Bhopal from 21st to 24th December, 1961, in which about 500 boys and girls of higher secondary schools participated.

Girls' Education

Two seminars to consider various problems of girls' education in the State were held at Bhopal and Jabalpur in December, 1961 in which a number of prominent persons concerned with the subject participated. Problems discussed in these seminars covered both primary and secondary stages.

MADRAS

Secondary Education under the Third Five Year Plan

The Madras Government has approved the implementation of the following schemes during the current year—

(1) Improvement of teaching in science in aided schools;
(2) Improvement of teaching in core subjects in 54 schools,
(3) Improvement of libraries in 27 multipurpose schools, and 81 ordinary schools; and
(4) Introduction of craft in 36 schools.

Educational Concessions

In an order dated September 22, 1961, Government has revised the income limit for educational concessions to the children of local body employees and teachers in aided schools from Rs. 300 per mensem to Rs. 400 per mensem. The relevant extract from the Government Order runs as follows:

"Consequent on the revision of scales of pay of all employees of local bodies and teachers in aided schools, the Director of Public Instruction has recommended that the pay limit of Rs. 300 per mensem prescribed for the purposes of awarding of fee concessions to the children of such persons, may be enhanced with effect, from 1st June, 1960, the date from which these revised scales of pay were introduced. As the pay limit of Rs. 300 per mensem fixed in G.O. No. 1250—Education, dated 31st May, 1952 did not include dearness allowance and other allowances and as the bulk of dearness allowance has been merged with pay in the revised scales, the Government accept the recommendation of the Director of Public Instruction and direct that the pay limit for eligibility to the educational concession be raised to Rs. 400 per mensem with effect from 1st June, 1960 in the case of local bodies' employees and teachers in aided elementary and secondary schools"

School Improvement Conferences

Upto September 30, 1961, 146 school improvement conferences had been held in the State. Eight more conferences were held subsequently, bringing the total to 154 for the period ending December 31, 1961. The cost of the schemes undertaken in all these 154 conferences was Rs. 474 lakhs. Schemes worth Rs. 491 lakhs have been completed so far. About 23,000 schools have benefited from this movement.

Midday Meals

Out of 27,689 elementary schools in the State at the end of November 1961, the scheme of midday meals is in operation in 27,008 schools. Except in the case of a few schools where the entire expenditure on the provision of midday meals is met either by the Government or by the Corporation of Madras, 60 per cent of the recurring expenditure on the provision of midday meals is met by the Government and the balance of 40 per cent by the local community.

In addition, 50,021 pupils are provided with midday meals in 587 secondary schools on a purely voluntary basis without any government subsidy.

Home Delivery of Books

The Madras District Library Authority has started a home delivery service of books from the public libraries for women. This is in consequence of the recent survey undertaken by the Southern Languages Book Trust of the reading habits of women in Tamil Nad. It was found that most of the women do not themselves go to libraries or book-shops but get them through someone else. Borrowing books from friends was very common. The survey showed that the average book-reading annually was 62. They spent at least two hours daily in reading. Most women started reading in their teens, slowed down in the thirties, read more in their forties and then slowed down in the next decade. The kind of books read were novels, stories, biography, child-care and cookery, religious books and plays. In addition to the home delivery service, the survey recommends the formation of neighbourhood book clubs and study circles. In a book club, books can be exchanged at low cost and in study circle, a group of women who know each other can discuss their reactions to a particular book and thus get more out of it than by individual reflection.

MANIPUR

Reorganisation of Secondary Education

The Manipur Territorial Council has resolved to convert 14 high schools into higher secondary schools. This is the first time that higher secondary schools are to be started in Manipur. Fourteen teachers and officers have been granted scholarships or stipends and deputed for post-graduate studies in order that their services may be available in the proposed higher secondary schools.

Thirty graduate teachers are undergoing training in B.T. Class at the Government D.M. College, Imphal. Every year 30 graduate teachers will be given training as a measure to improve the general standards of the secondary schools.

Two seminars, one on the teaching of Hindi and other on the teaching of History were organised at State level. More than 100 secondary school subject teachers participated in each of these seminars.

Seventh National Schools' Games Meet (1961-62)

The Manipur team consisting of 28 boys and 13 girls participated in the seventh All-India National Schools' Games Meet (1961-62) held at Bhopal. In the ranking of teams, the team won fourth position in the whole of India winning one gold medal, 10 silver and 9 bronze medals.

A contingent of five boys and five girls from Manipur participated in the All-India Inter-State Junior Red Cross Study Camp held at Mt. Abu. The team won third position in the whole of India.

MYSORE

Opening of High Schools

The State Government's Plan provision for 1961-62 was for the opening of five government high schools. Judging from the response of private sector so far, the Government expected that 200 high schools would come up during the third Five Year Plan, at the rate of 40 per year. Thus, the total number of high schools expected to come up during 1961-62 was 45 (government 5 and private 40). Actually 84 schools have come up (3 government and 81 private) during the year 1961-62. This has been a very encouraging feature of this year. As an incentive to private agencies to come forward in the starting of more high schools, grants towards equipment and maintenance to the extent of Rs. 6 lakhs have been sanctioned to newly started schools in November 1961 under the Plan schemes.

Strengthening of Multipurpose Schools

At the end of 1960-61, there were 61 multipurpose schools in the State offering diversified courses in Science, Agriculture, Home Science, Technical and Commercial streams and Fine Arts. The Government does not propose to convert any more high

schools into multipurpose schools but to strengthen the existing ones. For this purpose, a sum of Rs. 0.90 lakhs has been sanctioned in 1961-62.

Common Curriculum

According to the new common curriculum for high and higher secondary schools and which is being introduced according to a phased programme starting from class VIII in 1960-61, craft is a subject of compulsory study in all schools. A number of crafts are included in the syllabus. To assist the schools, both government and aided, to purchase craft equipment, a sum of Rs. 4.00 lakhs was sanctioned in the month of September 1961. In addition, a sum of Rs. 2.22 lakhs has been sanctioned towards the pay of craft teachers to be appointed for teaching the crafts in schools —government as well as aided.

Music and Drawing are subjects included in the new higher secondary curriculum. A sum of Rs. 0.72 lakhs was sanctioned in 1961-62 for the appointment of 25 Music teachers and 25 Drawing teachers in September 1961 for teaching the subjects.

Training Course for Agricultural Instructors

The Danish Project Team conducted a training course for Agricultural Instructors at Sivaragudda Vidyapeeth, during October 1961. The Department of Public Instruction, Mysore availed of this opportunity and deputed 17 Agricultural Instructors working in schools having Agriculture as an elective. The course was for 15 days.

Subject Inspectors

The scheme of subject inspectors in English, Regional Language, Science including Mathematics, Humanties, which was introduced in 1959-60 in the educational divisions of Gulbarga and Chitzadurga was extended to the other three educational divisions of Bangalore, Mysore and Dharwar during 1960-61. These subject inspectors who are subject specialists in their own subjects are expected to give guidance in the teaching of the subjects to teachers of high schools. In addition, they conduct weekend seminars at different places.

The Secondary School Teachers' Association, Bangalore, conducted one seminar in November 1961 in which 115 teachers discussed the syllabus of standards VIII and IX in core subjects. Another seminar is to be conducted during February 1962 to discuss the tenth standard syllabus in the core subjects. The Government sanctioned a sum of Rs. 1000/- to the Association for these seminars.

ORISSA

During the quarter ending December, 1961, a refresher course in English (October 10-14, 1961) and one seminar on evaluation (December 24, 1961 to January 2, 1962) were organised by the Board of Secondary Education in the Radhanath Training College, Cuttack and in the Puri Zila School respectively.

Three seminars of the inspecting officers were held at Berhampur, Balangir and Cuttack. The object of the seminars was to acquaint the inspecting officers with the new approach to the teaching of English.

A children's holiday excursion camp was held at Hirakud during December 1961, in which 146 pupils between the ages 9-12 from 16 schools, accompanied by 16 teachers, participated.

Students from 13 high schools went out on excursions to different parts of Orissa and outside to visit places of historical and industrial importance.

PONDICHERRY

During the quarter under review, considerable progress was made in secondary education under the development schemes. Sanction was obtained for the upgrading of two middle schools in Karaikal region into high schools and form III has been opened in each of these schools.

In Pondicherry, sites have been acquired for two high schools. Construction of buildings for two other high schools has

also been almost completed. Shortly, an additional block for a girls' high school at a cost of Rs. 85,000 will be constructed. Typewriters and agricultural implements have been supplied to two multipurpose high schools at Pondicherry for their diversified courses in secretarial and agricultural subjects.

At Mahe, plans and estimates are under preparation for the construction of a big building for the Boy's Matriculation High School at an estimated cost of Rs. 5 lakhs.

Steps are being taken to strengthen the Government Public Library and convert it into a State Central Library with the necessary additional staff, books, etc. Two branch libraries have been opened, one at Nettapakkam, Pondicherry and the other at Tirumalrayanpattinam, Karaikal.

PUNJAB

Savings Deposits by Students

The Punjab Government has prepared a scheme of school savings to inculcate the habit of saving among students. Under the scheme, the minimum deposit will be 25 nP. per student per month, with the option that the students may deposit either on monthly basis or in two fortnightly instalments. Poor students would be exempted if so recommended by the class teachers. No withdrawals will be allowed out of the amount deposited by the students and the total amount standing to the credit of each student will be refunded to him at the time of his/her leaving the school. When the total deposit of a student reaches Rs. 5.00, that will be converted into the National Plan Savings Certificate and will be handed over to the student concerned. Every teacher will make a record of the deposits.

Monthly Stipend for Students

Thirty thousand students will get a monthly stipend of Rs. 40 each for getting technical education in this State, during the next two years, according to a decision of the State Government.

It has also been decided to enrol 700 matriculates for technical education and Rs. 8 crores have been set apart for enlarging facilities for technical education during the next two years. The aforesaid scheme will eliminate unemployment of 24,000 educated persons every year.

It had been previously decided by the Government to advance interest-free loans to deserving students for study in all technical institutions like engineering, medical and agricultural colleges.

UTTAR PRADESH

Search for Science Talent

An event of note during the quarter was the Students' Scientific Research Competition organised in the State for talent-research in science. Seven prizes of Rs. 200/- each were offered to competitors from B.Sc. or equivalent classes and ten prizes of Rs. 100/- each to the competitors from the higher secondary schools, for outstanding work in any branch of science, both theoretical and practical, e.g., working models of modern scientific inventions, papers on scientific topics involving some original thinking, novel ideas regarding production of improvised substitutes for articles that are scarce or expensive. District science committees were formed to conduct the competition and evaluate the results. There were judging committees at the regional and State levels. The universities had their own committees for the conduct of competition and the evaluation of results. The competitors participated from all over the State. At the State level a short list was made of those who got qualifying marks on the basis of their work. These candidates were called for interview. The results were finalized after personal interview. All the competitors who got qualifying marks were also given a chance to go on a conducted tour to visit important scientific institutions at Lucknow and to meet eminent scientists to discuss with them topics of their choice in science. The prizes were awarded at the State Youth Rally amidst a gathering of some four thousand people.

Teaching of Science

There are at present nearly 1,800 higher secondary schools in the State. In the Second Five Year Plan emphasis has been laid on the development o science teaching. The Plan envisages development of science teaching in 25 government and 555 government aided schools and the upgrading of 20 government higher secondary schools to Intermediate standard in scientific and literary groups. Engineering courses were started two years back in ten government and one private higher secondary school. They are continuing and are in increasing demand. Steps have been taken for the improvement of science teaching in institutions where facilities already exist and also for the development of experimental science as a hobby. Preparations are in progress to organise a Science Exhibition at the Government Constructive Training College, Lucknow.

Youth Activities

Competitions were organised at the district level and the selected competitors participated in the Regional Rally. Among cultural activities, *Antyakshari* competitions, debates, one-act plays, folk dances and folk songs were arranged. The selected competitors have now been invited to participate in the State Youth Rally at Lucknow. In Uttar Pradesh, Pradeshiya Shiksha Dal fosters physical training and military education and integrates these with social service. There were 63,000 students covered by the scheme until the end of the Second Five Year Plan and their number is growing. The scheme has also been extended to cover girl students and to begin with, Jhansi Ki Rani Regiment has been provided for six towns, namely, Kanpur, Allahabad, Varanasi, agra, Lucknow and Jhansi. It has been found that these activities have helped to improve the tone of discipline both in rural and urban areas.

WEST BENGAL

Sir John Sargent Invited

Under the Colombo Plan, the State Government invited Sir John Sargent, the we'l known British educationist, to review the progress of education in the State during the two Five Year Plans and to recommend ways and means for the successful implementation of the third Five Year Plan. He arrived here in the middle of October 1961 and stayed till the middle of January 1962. In the course of his stay, he visited all kinds of educational institutions and had discussions with teachers and educational administrators of the State. He has submitted his report which includes a number of recommendations for the improvement of secondary education. The report is being examined by the State Government.

Reorganisation of Secondary Education

In pursuance of the policy of upgrading existing X-class high schools into higher secondary schools, 173 high schools were upgraded during this quarter. These schools started the reorganised courses in class XI from January 1962. The number of different diversified courses introduced are : Humanities 173; Science 126; Technical 1; Commerce 55; Agriculture 2; Home Science 1; and Fine Arts 1.

Twenty-six schools were given a grant of Rs. 50,000 each for assistance to science teaching and 47 schools received a grant of Rs. 15,000 each for improvement of teaching in General Science, Social Studies, Crafts etc. Sixty-one schools were sanctioned Rs. 5,000 each and 140 schools Rs. 2,500 each for the improvement of their libraries. One-fourth of this amount has to be spent on the works of Tagore. Three junior higher schools were given grants for the introduction of craft.

U. Thant

Education and International Misunderstanding

(U Thant, the Acting Secretary-General of the United Nations believes that civilization promotes well defined mental and spiritual excellence, although it may be expressed differently under different circumstances. Conflicts between nations arise, he insists, not from differences in their cultures or geographic areas but rather from uncivilized elements in the characters of populations. He believes that education is of vital importance in developing a kind of civilized approach which he talks about. And he must know well what he speaks, for he has had long experience as an educator.)

BEING associated with the educational development of my country* for a number of years before the war, as a principal of a high school and as member of the Council of National Education, I feel rather strongly that teachers in any country have at least as important a role to play for their nation as any other citizens, including politicians, and diplomats. My association with the service of education in Burma for about twenty years and my continued interest in the development of education both in my own country and elsewhere prompt me at all times to view things from the point of view of a teacher, and my concept of the role of a teacher may perhaps be of some interest.

In this second half of the twentieth century, I consider that the primary task of the educationist everywhere is to dispel certain age-old assumptions. I bring in this element because it is directly concerned with some important aspects of international misunderstanding of urgent concern to us all. It seems to be assumed, for example, that there is one civilization in the East and quite a different one in the West, resulting in seeds of tension or conflict between peoples of different geographical regions. I consider this concept to be a fallacy. The distinction of civilization into Eastern and Western strikes me as almost meaningless. Moreover, I would seriously question whether tension or conflict between one people and another ever arises from any conflicting viewpoints in their respective cultures or civilizations. England and France or France and Germany may be said to share the same civilization, and yet there have been frequent conflicts between them. The same can be said of many Asian countries who share the same civilization and profess the same religion but who have been at war off and on for centuries. I feel strongly that conflicts between nations or individuals generally arise, not out of viewpoints in their civilization or from reasons of their traditions and history, but from uncivilized elements in their character.

Civilization and Education

The term "civilization" is very [illegible] define, but men are primarily civilized or

*The reference is to Burma.

uncivilized with respect to certain qualities of heart. Civilization connotes some mental and spiritual excellence, just as health means a certain physical excellence. Health does not mean one thing for an American and another for a Burman. Similarly, civilization should mean one and the same thing for all. The so-called different civilizations mean either the different stages in our approximation to the ideal of civilization or else the different expressions which civilization has found for itself in different circumstances.

In the East, traditionally, we attach more importance to mind than to body and still more to spirit than to mind. In fact, one man is considered better than another in attaching more importance to the higher parts of his nature. One of the most important tasks of the teacher, as I understand it, is to bring to clear consciousness the ideals for which men should live. Education cannot mean merely the development of our intellect or our potentialities, for there are potentialities for evil in us as well as for good. Nor can it mean mere preparation for life, because life may be worth living or it may not. Our educators must realize as clearly as possible what kind of potentialities they are to develop in their students, what kind of life they are to educate young people for. The ideals which constitute the essential elements of culture must first be clearly understood and appreciated. But all are not equally qualified to pursue the highest ideals. For many people, mere health or physical well-being is a good enough ideal ; some aim at moral and intellectual excellence ; still fewer can properly aspire to a higher spirituality. In a well-ordered society, there should be room for people of different ideals.

I feel that a deeper understanding of different cultural mores will contribute towards the elimination of international misunderstanding, and in this field, teachers can play a significant role. (Teacher's College Record).

II

British Experiment in Inter-School Television

THE experiment, believed to be unique, now in progress in Middlesex County, England, was undertaken to determine whether TV can be adopted to the normal techniques of classroom teaching. The experiment links two schools by closed circuit TV and provides viewer participation the opportunity to discuss, to question, and to be questioned. The Middlesex experiment enables a teacher at one school, Hayes Grammar School, to give his own class a lesson which is televised and seen by a class in another school, Barnhill Secondary Modern School, two miles away. The teacher at Hayes can question pupils in the Barnhill class. and they can ask him questions. The system operates as follows : A science instructor at Hayes teaches his own class with the aid of various apparatus. He faces not only his own pupils but also two TV cameras : one directly opposite to him, televises him, his desk and his blackboard ; the other, at his extreme right, enlarges small objects and gives close-up views during scientific experiments.

The teacher, with microphone hung around his neck, can select cameras and sound circuits by means of a switcher unit on his desk. A monitor screen shows him the picture being transmitted to the other school, so that he can make any necessary adjustment. Barnhill, a receiver with a 27-inch screen faces the class ; the teacher of the receiving class also has a separate monitor screen—all a part of normal TV techniques. But the departure from this normal technique comes when the Hayes teacher wants to question Barnhill pupils. He puts a question, adding "I want Barnhill to answer". A touch on a switch enables him and his class to hear the answer given by the Barnhill pupil selected by the teacher of the receiving class. Conversely, he indicates this to his own teacher who will warn the Hayes teacher, who is, like him, equipped with a microphone and hearing-aid-type ear-piece, that a question is coming through, and will then switch on the necessary sound equipment. This procedure is made possible by a further microphone in each classroom to which is fitted a 2-foot parabolic disk. This microphone can then be "aimed" at individual pupils from the front of the class, and will pick up remarks without requiring either pupil or teacher to move from their places.

The experiment was undertaken to establish the practicability, technical and educational, of a TV link between two schools under normal classroom conditions. With practicability established, many other lines would be investigated.

The two schools selected are only 2 miles apart, but the microwave system could have covered an area up to 10 miles, providing no over-high buildings intervened between the two schools. Ultimately the schools were selected because both the heads and the science teachers were enthusiastic about it. Science was deemed the most suitable subject for the experiment.

The education authorities were determined to make the experiment as difficult as possible, and to build into it immediately the problems which might eventually rise. The choice of schools involved the first problem. Hayes is a "grammar school," preparing pupils for the universities and the professions ; Barnhill is a "modern school" with less academic emphasis (many of the pupils beginning to earn their living at age 15 or 16). The two schools were thus following different curricula, designed for different types of pupils, at different levels of development, and the odds against finding a common point were heavy.

A second problem was that the experiment started in February ; it had to be made to fit in the established schedule, without any planning of time-tables and curricula to fit the experiment so late in the year. (Eventually it was found that a series of lessons on sound, admirably illustrated with musical instruments, could be fitted into the curricula of both schools.)

The third problem was that of no preliminary training of the teachers ; things went wrong at first because of sheer inexperience.

In spite of these numerous problems end difficulties, all who were involved in the experiment, were, at the end of 6 or 7 weeks, convinced that it was a practicable idea.

Middlesex educationists feel that the most important consideration is, that, where TV is concerned, the point of no return is at hand. Either the educational system must be able to harness TV and use it to further its own ends or TV will take control and may undermine all the deepest convictions of what true education means. That is why the Middlesex experiment in creating a real partnership between education and television is being followed with such interest.

(Foreign Education Digest).

Constructional Engineer by Eric Leyland. Published by Edmund Ward (Publishers) Ltd., London. 1961.

'Constructional Engineer' is a career booklet of the "Men of Action" series published by Edmund Ward (Publishers) Ltd., London. It presents to the modern British youth succinctly, yet attractively, the opportunities of a satisfying career in the field of construction.

Modern Civil Engineering Construction covers bridges (big and small), roads, tunnels, docks, tall steel framed buildings, besides small residential houses of infinite variety. The work is done by men of diverse training and skills. The kind and level of responsibility is determined by individual ability and aptitude, but all must work in a team for the completion of a project to satisfy the specified requirements within the estimated time and cost.

Construction begins with the Consulting Engineer of excellent education and wide engineering experience, who makes the overall design to the customer's specifications. Then the contracting firm takes over. Its senior men are also highly qualified engineers who have undergone long professional training, which qualifies them to be the Project Manager or the Divisional Heads under him. On the site itself, a multitude of other experienced and skilled persons are busily engaged—bricklayers and carpenters, riveters and welders, tilers, concrete layers, surveyors and draughtsmen. Each person is in effect a part of a highly complicated machine and each is vastly important for the project's satisfactory completion.

In the book an uncle describes to his nephew graphically the tasks, skills and the machines of the Constructional Engineer at different levels, how he applies his common sense, how he takes risks and finally the satisfaction he derives from his work.

The seven chapters are graduated from the simple to the complex in such a manner that an average young person without previous knowledge may read through them with a fair degree of comprehension.

Chapter One deals with setting out a residential house, its simple foundations, the common building materials used and the ordinary machines to aid construction. There is an interesting page showing diagramatically the various brick bonds used and also a description of how dampness is permanently avoided.

Chapter Two—'Roof Over Your Head'—describes the construction of a house of the slated roof type and how concrete is mixed.

In Chapter Three—'Over the Water'—not only do the uncle and nephew dramatically fly across the Atlantic and much of Canada, but also discuss the principles of bridges to cross wide stretches of water.

Chapter Four—'Taking Shape'—deals with the construction of a Cantilever Bridge in Alberta, Canada. Graves, big and small, and 'creepers' are mentioned. The young

nephew is hoisted to a giddy height over the water to see the bridge building up. The relative merits and demerits of revetting and welding are discussed and coissons for underwater work are described.

Chapter Five—'Building for Tomorrow'—The uncle and nephew fly back to Britain and see an atomic power station being constructed largely with heavy reinforced concrete. The foundation is carried on deep piles. The principle of prestressing concrete is explained. Various kinds of construction machines e.g. pile frame, giant, climbing, tower and mobile cranes and concrete vibrators are described with diagrams.

Chapter Six—'Down Under'—describes how a long tunnel is blasted within a rock or below water; wet, tidal or graving docks are also explained.

Chapter Seven—'House of God'—gives an interesting account of how a big new cathedral was built in Conventry near the site of an old one, destroyed by bombs during the war. The structure is a concrete raft resting on deep piles. The superstructure is mostly masonry work but there are tall slender R.C. pillars to support the canopy. This chapter is well illustrated with photographs, some showing the forest of scaffolding used.

The appendix summarises the possible careers in Constructional Engineering and gives the addresses of different professional organisation in this field in the U.K.

The 96 pages of the book are indeed very interesting and should be very helpful to those for whom it is meant. However, an Indian student would find it rather difficult reading, mainly because he does not ordinarily see many such construction works around him.

S.C. Sen*

"Essentials of Light" by F.J.H. Dibdin
and
"Essentials of Heat" by O.M. White
Published by Cleaver-Hume Press Ltd., London. 1961.

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These are two books from a series of five books on Heat, Light, Properties of Matter, Electricity and Magnetism, and Sound, which have emerged from close collaboration between the two authors. They cover the syllabus suitable for General Certificate 'A' level students.

The former deals with Geometrical and Physical Optics divided into 15 chapters extending over 235 pages. The latter deals with Thermometry, Colonimetry and Continuity of State, Heat Transfer, the Kinetic Theory of Gases and the Principles of Heat Engines divided into 12 chapters extending over 204 pages.

The authors have taken up this series for a very special purpose—to meet the *minimum* demands of the 'A' level students and others likely to take up professional courses.

The books have been closely patterned after *the latest demands of the examiners* of 'A' level in G.E.C. There are ample selections of questions (with answers adjacent).

Every topic has been treated as an answer to a possible examination question. Consequently a great deal of stress has been laid and space allotted to the type of matter that appears important *to the examiner*. This has been done to an extent that barely leaves any room for the clear exposition of the fundamental concepts of this important basic science. Nor has it been possible for the authors to allot any space for dealing with the important experimental techniques which will bring an awareness of the usefulness and the limitation of the instruments based on the physical principles, so necessary for a student looking for a professional course. For this purpose the student has to look elsewhere.

The subject matter has been analysed well. The diagrams are neat and self-explanatory and the printing soothing to the eye.

P.K. Katti*

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The Things We Do; a guide to club programmes and young farmers' activities. Published by National Federation of Young Farmers' Club, London. 1961.

The pamphlet, notwithstanding its small size, can be called a reference book for workers in rural youth clubs. Its concept of work of these clubs includes not only farming, but home-making, country crafts, recreation and sport, wild life and citizenship. In all these areas and also in the area of club management and links with higher rung organization the pamphlet gives interesting and useful hints regarding activities and organization. The emphasis is on interest and variety. It says—"The programme should be balanced: which means that there *ought* to be *outdoor work* as well as *indoor meetings*, *practical jobs* as well as *talk*, *recreation* as well as *work*, and that many interests must be catered for".

Two of the types of *suggested* activities—one not unusual and but still imaginative—and the other both unusual, and imaginative—deserve special mention. Some sort of "public service" by youth clubs has an orthodox place on the list of their activities, and some e.g., tree planting, is popular in India as well. But it does require a human heart and imagination to include in it items like "Helping old folks", "Reading to the blind", "A day in the country for city children", not to mention "baby-sitting".

The unusual and imaginative suggestion relates to the opportunity—which members of rural youth clubs can exploit—to make "contribution to knowledge". As it says, "The neighbours as well as the neighbourhood are worth studying". It is both useful and elevating for members of rural youth organizations to be "busy with the ringing of birds, the recording of plants, and with explorations of many kinds", and pass on the information they collect to learned bodies in order to add to the store house of knowledge on the flora and fauna of the country, as well rural occupations and other points in the social spectrum of the countryside.

The pamphlet is recommended for reading to those who sit on the table and talk and speak and write about youth work. Something like this in local languages will serve as a welcome part of the kit of field workers with youth in the countryside.

Sohan Singh*

Examinations and English Education edited by Stephen Wiseman. Published by Manchester University Press. 1961.

Examinations and English Education is based on the texts of public lectures delivered in the University of Manchester School of Education in the Michaelmas term 1959. The contributors speak from different points of view. Mr. Morris examines examinations historically and as means of maintaining standards, as incentives to effort, as administrative devices and as tools of social engineering. Whilst examinations could become a useful tool for promoting social mobility they can never, he maintains with some force, be more than a tool. What precise degree of social mobility they are likely to achieve in a given setting will depend mainly on the philosophy of those who are responsible for guiding the society.

Dr. Petch discusses, *inter alia*, recent trends in the number of examinees from the grammar schools sitting for the general certificate examinations. While there has been a general increase in the number of examinees in all subjects, it has been more spectacular in mathematics, chemistry and physics. In the 1930's the term 'early leavers' referred to those who left grammar schools at 15, that is, before taking the school certificate examination; today the term applies largely to those who leave school before completing the sixth form. The number of sixth formers has expanded so rapidly that while in 1930's the intending student selected his university, now it is the university that selects whom it will have as its student.

Mr. Lucia reports on the growing popularity of the G.C.E. among students in modern schools and welcomes this as an encouraging development. In 1958 the

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entry from modern and technical school for this examination was of the order of 400,000 and accounted for about 15 p.c. of the total entry ! He also calls attention to the growing demand from teachers and parents for some examination at a lower lever than the general certificate examination.

Dr. Wiseman examines a number of questions concerning the reliability and validity of the 11 plus examinations and is convinced that despite its faults, it has effectively served the purpose for which it was invented.

Professor Oliver writes about the problems of and success achieved so far in examining general education. He also dicusses interesting results about the performance of arts and science students in this particular paper in the G.C.E.

The philosophical question—whether external examinations can be done away with completely—is raised by more than one contributor. The general opinion seems to be in consonance with what a reader would normally expect on the issue: while there is and must always be room for improving the efficiency and validity of examinations, it would be unpractical to take the extreme view that they can be abolished altogether. "Illumination of a complex field by beams from different points" makes the present volume a useful contribution on the subject.

Training for Teaching by J.E. Sadler and A.N. Gillett. Published by George Allen and Unwin Limited, London. 1962.

Training for Teaching is planned as a study guide for British students under training as primary teachers. The book is divided into six parts. Part I is called "The Planners and Organisers". Besides giving a brief history of the British educational system, the book introduces the reader in this part to problems bearing on the interaction of school and society and school organisation.

Part II is called "The Teachers" and concerns itself with a teacher's performance in his class, classification of children, maintenance of discipline, rewards and punishment, the need to bring school and community closer, the ingredients of good teaching and allied subjects. Part III is entitled 'The Children" and examines, inter alia, problems of child growth, the psychological and social needs of children and their significance to learning, individual differences, needs of gifted and subnormal children etc. Part IV is called "Learning". Besides discussing learning, it introduces the reader to a number of psychological subjects such as perception, conceptual thinking, the growth of self, the physical bases of personality and the unconscious. Part V is called "The Curriculum" and appraises, inter alia, the place of the three R's, speech training and teaching of arts and crafts in the primary curriculum. It also stresses the importance of experience to learning.

Part VI is called "Aims" and is concerned with the examination of philosophical concepts like equality, freedom and compulsion, nature and nurture, and successfully exposes the verbal character of several of these educational controversies.

By the time a reader is through the book he can be in no doubt that he has had a very rewarding introduction to the basic problems of teaching in a primary school. Their brevity notwithstanding, the discussions are competent, centre round carefully selected real-life examples and take the reader to the 'heart of the problem' in the fewest possible words.

The material for discussion at the end of each chapter is well prepared and calculated to sharpen the reader's insight into day-to-day classroom situations. Each chapter also contains at the end a select bibliography from which the trainee can choose according to his needs and interests. These two features have contributed immensely to the value of the guide.

Training for Teaching has all the features of an informed guide and should serve as a valuable reference to those who choose to teach in primary schools.

Veda Prakasha*

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